### Utah Adult Education Curriculum Framework

for

# English for Speakers of Other Languages (ESOL)

## and

# English Language/Civics Education (EL/Civics)

# Citizenship

Utah State Office of Education Adult Education Services



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## STRAND: CITIZENSHIP TEST PREPARATION

English language student will be able to			
Standard 1:	Benchmark 1:	Inc	luding:
Demonstrate	Demonstrate knowledge	1.	Who the Pilgrims were.
knowledge of key	of the founding period of	2.	Where the Pilgrims came
events, momentous	the part of the New World		from.
documents, and historic	that would eventually	3.	Why the Pilgrims
personages in United	become known as the		immigrated to the New
States history.	United States of America		world from their native
			land.
		4.	By what means the
			Pilgrims came to the New
			World.
		5.	Who helped the Pilgrims
			establish themselves in
			their new homeland.
		6.	How Native Americans
			helped the Pilgrims
			establish themselves in
			their new homeland.
		7.	The symbolism of the first
			holiday the Pilgrims
			celebrated in the New
			World.
	Benchmark 2:		luding:
	Demonstrate knowledge	1.	The basic belief "all men
	of the Declaration of		are created equal"—the
	Independence and the		foundation of the
	Revolutionary War		Declaration of
			Independence.
		2.	When the Declaration of
			Independence was
			adopted.
		3.	The identity of the main
			writer of the Declaration
		,	of Independence.
		4.	The country that the
			American colonists fought
			during the Revolutionary
		_	War.
		5.	The date of Independence
			Day.

English language stude	nt will	<del>,</del>
English language stude	Demonstrate knowledge of historical personalities, famous statements or speeches, and documents reflecting the spirit of "Americanism"	<ol> <li>Including:</li> <li>Patrick Henry-"Give me liberty or give me death."</li> <li>Thomas Jefferson-The Declaration of Independence (July 4, 1776).</li> <li>George Washington-Father of our Country.</li> <li>Abraham Lincoln-Emancipation Proclamation.</li> <li>Martin Luther King, Jr</li> </ol>
	Benchmark 4: Demonstrate knowledge of the main participants in World War II	civil rights leader.  Including:  1. Who were the principal nations aligned against the United States during World War II, and why they were so aligned.  2. Who were the principle nations allied with the United States during World War II, and why they were allies.
	Benchmark 5: Demonstrate knowledge of key United States institutions	Including: 1. The name and location of the capital (city) of the United States. 2. The location and the significance of the White House. 3. The name and location of the capital (city) of Utah.

English language student will			
English language student v Standard 2:  Demonstrates knowledge of the structure, function, and symbols of the United States government, and how this knowledge applies to the rights and responsibilities of becoming a citizen.	Benchmark 1: Demonstrate knowledge of the states that constitute the United States of America  Benchmark 2: Demonstrate knowledge of the flag and the national anthem of the United States of America,	<ol> <li>Including:         <ol> <li>What the 13 original states were called.</li> <li>Which were the 49<sup>th</sup> and 50<sup>th</sup> states to join the Union.</li> </ol> </li> <li>Including:         <ol> <li>The colors of the United States flag.</li> <li>How many stars are on the United States flag.</li> <li>The color of the stars on the United States flag.</li> <li>What the stars on the United States flag represent.</li> <li>How many stripes are on the United States flag.</li> <li>The colors of the stripes on the United States flag.</li> <li>What the stripes on the United States flag represent.</li> </ol> </li> <li>The title of the national</li> </ol>	
	Benchmark 3: Demonstrate knowledge of the United States' form of government and the United States Constitution,	anthem and who authored it.  Including:  1. The name of the United States form of government and its meaning.  2. The supreme law of the United States.  3. What the United States Constitution is called.  4. What year the United States Constitution was written.	

English language sti		ı	
	Benchmark 3 (continued):	Inc	luding:
	Demonstrate knowledge of	5.	What the introduction to the
	the United States' form of		United States Constitution is
	government and the United		called.
	States Constitution	6.	Whose rights are guaranteed
			by the United States
			Constitution and the Bill of
			Rights.
		7.	What the first ten amendments
		′ ·	to the United States
			Constitution are called.
		8.	What the Bill or Rights is.
		9.	Whether or not the United
		٦.	States Constitution can be
			changed, and if so, what such
		10	a change would be called.
		10.	How many changes or
			amendments to the United
			States Constitution have been
			made to date.
		11.	At least one right guaranteed
			by the first amendment to the
			United States Constitution.
	Benchmark 4:	Inc	luding:
	Demonstrate knowledge of	1.	What the legislative branch is
	the legislative branch of		one of the three branches of
	the United States		the United States government.
	government	2.	What government body makes
			federal laws in the United
			States.
		3.	The government bodies that
			make up the United States
			Congress.
		4.	Where Congress meets.
		5.	The duties of Congress.

(Continued)		
English language studen	ot will	
	Benchmark 4 (Continued): Demonstrate knowledge of he legislative branch of the United States government	<ol> <li>Who elects members of Congress.</li> <li>How many senators there are in the United States Congress.</li> <li>The length of term of United States Senators.</li> <li>How many times a United States Senator can be reelected.</li> <li>Why there are 100 senators in the United States Congress.</li> <li>The names of the state's two United States Senators.</li> <li>How many representatives there are in the United States Congress.</li> <li>The length of term of United States Representatives.</li> <li>How many times a United state's Representative can be re-elected.</li> </ol>
I till till till till till till till til	Benchmark 5: Demonstrate knowledge of the executive branch of the United States government and the offices of the President of the United States, the governor of the state, and the mayor or city manager of a city or town,	<ol> <li>Including:         <ol> <li>That the executive branch is one of the three branches of the United States government.</li> <li>Who was the first President of the United States.</li> <li>Which president is called the "Father of Our Country."</li> <li>The name of the special group that advises the president.</li> <li>Who was president during the Civil War.</li> <li>Which president freed the slaves.</li> </ol> </li> <li>Who elects the President of the United States.</li> <li>The president's length of term.</li> </ol>

#### English language student will. . .

#### Benchmark 5 (continued):

Demonstrate knowledge of the Executive Branch of the United States government and the offices of the President of the United States, the governor of the state, and the mayor or city manager of a city or town,

#### Including:

- 9. How many terms a president can serve.
- 10. At least one of the requirements a person must meet in order to be eligible to become President of the United States.
- 11. Who signs a bill into law.
- 12. Who has the power to declare war.
- 13. Who is Commander-in-Chief of the United States military.
- 14. Which president was the first Commander-in-Chief of the United States military.
- 15. Who becomes President of the United States if the president should die while in office.
- 16. Who becomes President of the United States if both the president and vice president die while in office.
- 17. In which month citizens vote for the president.
- 18. In which month the president is inaugurated.
- 19. What constitutes the executive branch of the United States government.
- 20. What the chief executive of a state is called.
- 21. The names of the states' governors.

(Continued)			
English language student will			
English language studer	Benchmark 5 (continued):  Demonstrate knowledge of the Executive Branch of the United States government and the offices of the President of	Incl. 22.	which city is the capital of the state.  What a city's chief executive is called.
	the United States, the governor of the state, and the mayor or city manager of a city or town,	24.	The name of the mayor of the city in which the student intends to reside and work.
	Benchmark 6:		uding:
	Demonstrate knowledge of the judiciary branch of the United States government	<ol> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> </ol>	That the judiciary branch is one of the three branches of the United States government. What constitutes the judiciary branch of the United States government. The highest court in the United States. The duties of the Supreme Court. Who appoints Supreme Court Justices. How many Supreme Court Justices there are. The name of the Chief Justice of the Supreme Court.
	Benchmark 7: Demonstrate a basic knowledge of voting in the United States	Incl 1. 2.	uding: The two major political parties of the United States. The minimum voting age in the United States.

English language student will	
Benchmark 8:	Including:
Demonstrate knowledge of	1. The most important right
the rights and responsibilities	granted to United States citizens.
of United States citizenship,	2. At least one benefit of being a
	citizen of the United States.
Benchmark 9:	Including:
Demonstrate knowledge of	1. The materials to take to the
the United States Citizenship	interview.
and Immigration Service	2. The types of questions that may
(USCIS) interview process,	be asked.

### **ESOL Curriculum Guide for Citizenship Classes**

#### **BOOKS**

All About the USA: A Cultural Reader, Second Edition, by Borkal and Murphy (Pearson Education Group–Longman)

American Government

America's Story Book 1

America's Story Book 2

American's Story Teacher's Guide

America's Story, by Vivian Bernstein (Steck-Vaughn Company)

*Citizenship: Passing the Test*, by Lynne Wentraub (New Readers' Press) ISBN: 1-56420-205-4; appropriate for ESOL Levels 1-2

*Citizenship: Passing the Test–Cassette Tape*, by Lynne Wentraub (New Readers' Press) ISBN: 1-56420-207-0; appropriate for ESOL Levels 1-2

Citizenship: Passing the Test–Teacher's Guide, by Lynne Wentraub (New Readers' Press) ISBN: 1-56420-206-2; appropriate for ESOL Levels 1-2.

Citizenship: Ready for the Interview, by Lynne Wentraub (New Readers' Press) ISBN: 1-56420-226-7

Contact USA, by Abram & Mackey (Prentice Hall Regents)

Government Today by Beverly Vaillancourt (New Readers' Press)

Preparation for Citizenship

Readings and Conversations (English Language Services)

*Voices of Freedom, Volume I*, by Steven J. Molinsky and Bill Bliss (Pearson Education Group–Longman)

*Voices of Freedom, Volume II*, by Steven J. Molinsky and Bill Bliss (Pearson Education Group–Longman)

#### **BOOK PUBLISHERS**

New Readers' Press, U.S. Publishing Division of Laubach Literacy International, P.O. Box 35888, Syracuse, NE 13235-5888; Phone: 1-800-448-8878; Website: <a href="http://www.newreaderspress.com">http://www.newreaderspress.com</a>; E-mail: <a href="mailto:nrp@laubach.org">nrp@laubach.org</a>; New Readers' Press, U.S.

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Prentice Hall Regents, Upper Saddle River, NJ 07458; Prentice Hall Regents, Order Department, 200 Old Tappan Road, Old Tappan, NJ 07675; Phone: 1-800-223-1360; Fax: 1-800-445-6991; Website: <a href="http://wwwphregents.com">http://wwwphregents.com</a>

Steck-Vaughn Company, P.O. Box 26015, Austin, TX 78755

#### **HELPFUL SITES**

U.S. Citizenship and Immigration Services: <a href="http://www.uscis.gov">http://www.uscis.gov</a>

Learning about your country and the rights and responsibilities that accompany citizenship is an important part of being a good citizen. USCIS and the Office of Citizenship have developed a variety of educational materials that allow immigrants to learn more about U.S. history and government as they prepare for the naturalization these. These product include:

**Civic Flash Cards:** The Civics Flash Cards contain sample U.S. history and government questions and answers. Immigrants applying for naturalization can use these flash cards as a study tool to prepare for the naturalization test, and teachers and volunteers can use these flash cards in the classroom. The Civics Flash Cards are no longer in print. However, they are still available through the following process:

Adobe RDF Flash Card Instructions (available on the USCIS website):

- 1. Open the Adobe RDF version on your computer and print the entire document. The document has a total of 48 pages. These are 96 flash cards two per page.
- 2. Cut out the flash cards. Paste the question and answer for each card on opposite sides of a 3" by 5" index card with the question on the front side and the answer on the back. Pasting the questions and answers on index cards will make the cards more durable, allowing for longer use.
- 3. Once the flash cards are pasted on 3" by 5" index cards, stack them together with all the questions facing the same side.
- 4. To use as a study tool, pick up a card and read the question. When you are ready to answer, turn the card over and see if your answer was correct.

**Learn About the United States: Quick Civics Lessons:** This booklet provides short lessons based on each of the civics questions on the naturalization test. This additional information is intended to help naturalization applicants gain a deeper understanding of U.S. history and government as they prepare to become citizens. During the naturalization interview, applicants will NOT be tested on the additional information in the short lessons. (Available in PDF format on the USCIS website: <a href="http://www.uscis.gov.">http://www.uscis.gov.</a>)

**Sample U.S. History and Government Questions and Answers:** A list of sample U.S. history and government questions for naturalization test preparation. This document is available in English, Spanish, and Chinese. (Available in PDF format on the USCIS website: <a href="http://www.uscis.gov">http://www.uscis.gov</a>)

The Citizen's Almanac: This booklet includes information on patriotic anthems and symbols, rights and responsibilities of citizenship, biographical details on prominent foreign-born Americans, landmark decisions of the U.S. Supreme Court, presidential speeches on citizenship, and several of our founding documents, including the Declaration of Independence and the Constitution for the United States. (Available in PDF format on the USCIS website: <a href="http://www.uscis.gov">http://www.uscis.gov</a>.)

**Pocket Declaration of Independence and Constitution of the United States:** The complete text of America's two most important documents, the Declaration of Independence and the Constitution of the United States. (Available in PDF format on the USCIS website: <a href="http://www.uscis.gov">http://www.uscis.gov</a>.)

#### Civics and Citizenship Study Materials: Downloadable versions of the following:

- 1. Civics Flash Cards (3461 KB PDF) A useful study tool for students and teachers
- 2. Learn About the United States: Quick Civics Lessons (English Version)(1235 KB PDF) Short lessons based on the U.S. history and government questions found on the naturalization test. (Spanish Version 1496 KB PDF)
- 3. Sample U.S. history and government questions (English Version 169 KB PDF; Chinese Version 421 KB PDF; Spanish Version 198 KB PDF) Study questions for naturalization test preparation.
- 4. Civics Flash Cards (reversed colors) (3465 KB PDF)
- 5. *The Citizen's Almanac* (6672 KB PDF) A handbook on U.S. civic history and the rights and responsibilities of citizenship
- Pocket Declaration of Independence and the Constitution of the United States (732 KB PDF)

   A pocket-sized version of America's two most important documents; can be found at: <a href="http://www.uscis.gov/portal/site/uscis/templet.PRINT/">http://www.uscis.gov/portal/site/uscis/templet.PRINT/</a>

**The U.S. Civics for Immigrants Curriculum**: <a href="http://www.civicsforimmigrants.org">http://www.civicsforimmigrants.org</a> – This curriculum is designed to help low-English-proficient students develop a foundation of skills that will help them not only master the English language, but also navigate the society and government of the United States. If you plan on using any part of the curriculum, please contact LVWC for written permission. All materials must be used as is: modification is strictly prohibited. Phone: 1-914-375-7964. E-mail: wchester@aol.com.

**Resources for New Immigrants**: – The United States has a long history of welcoming immigrants from all over the world. We value the contributions of immigrants, who continue to enrich this country and preserve its legacy as a land of freedom and opportunity. Thought we are a nation of diverse cultures and background, we are bound by our shared history, the common civic values set forth in our founding documents, and the English language.

USCIS is committed to helping immigrants successfully integrate into American civic culture. The landmark publication *Welcome to the United States: A Guide for New Immigrants*, available through USCIS, offers a comprehensive guide containing practical information to help immigrants settle into everyday life in the United States, as well as basic civics information that introduces new immigrants to the U.S. system of government.

Welcome to the United States is available online in English, Spanish, Chinese, Vietnamese, Korean, Russian, Arabic, Tagalong, Portuguese, French, Urdu, Polish, and Haitian Creole. Each translation is available electronically in Adobe PDF format at <a href="http://www.uscis.gov">http://www.uscis.gov</a>.

Welcome to the United States is available for purchase in English and Spanish through the U.S. Government Printing Office (GPO). To order a print version of this publication, follow the GPO link or call 1-866-512-1800 (toll-free) or 202-512-1800 if you live in the Washington, DC metro area.

This guide contains information on a variety of topics that are not within the jurisdiction of DHS/USCIS. If you have a question about a non-DHS/USCIS issue, please refer directly to the responsible agency or organization for the most current information. The information in this guide was correct at the time of publication; however, it may change in the future.

The Center for Civic Education 5146 Douglas Fir Road Calabasas, CA 91302

Website: <a href="http://www.civiced.org">http://www.civiced.org</a> has the following programs:

- 1. We the People: The Citizen and the Constitution
- 2. Project Citizen
- 3. School Violence Prevention Demonstration Program
- 4. Representative Democracy in America
- 5. Civitas International Programs

We the People Level 2 Student Text (new revision)

Project Citizen Level 2 (new revision)

Elements of Democracy

### **Citizenship Test Preparation Performance Standards**

English language students will be able to demonstrate the following skills in order to increase their chances of successfully passing the citizenship test:

- 1. Knows and uses vocabulary specific to the interview application and exam. For example: The student can describe the benefits of becoming a U.S. citizen, including (1) the ability to vote, (2) the right to hold federal jobs, and (3) the right to have a U.S. passport.
- Expresses his/her personal goals for becoming a citizen and discusses questions and
  answers on N-400 Application for Citizenship, including explaining any absences from the
  United States since becoming a permanent resident, recalling the dates and locations of
  employment for the past five years, and the ability to answer questions about
  marital/familial history.
- 3. Correctly completes the N-400 Application for Citizenship and is able to answer grammatically difficult questions (e.g., Have you ever committed a crime for which you were not legally guilty?).
- 4. Successfully and confidently completes the process of a practice interview, including:
  - Knowing where the exam will take place.
  - Knowing the procedure upon arrival.
  - Demonstrating proficient interview skills at the examination.
  - Demonstrating the ability to ask for clarification when needed.
- 5. Correctly answers at least 70 percent on the citizenship exam, both orally and in written form, including the following questions:
  - What are the 49<sup>th</sup> and 50<sup>th</sup> states of the Union?
  - How many congressional representatives are there?
  - How many amendments are there in the Constitution?
  - What are the duties of the Supreme Court?
  - Who is the Chief Justice of the Supreme Court?
  - Who becomes President of the United States if the president and vice president should die in office?
  - For how long do we elect congressional representatives?
- 6. Describes the meaning and importance of the most basic rights guaranteed to all U.S. citizens.
- 7. Explains the reciprocity between rights and obligations (i.e., why enjoyment of one's rights entails respect for the rights of others).
- 8. Defines the key components of a representative democracy, and identifies and knows how to contact his or her local and state representatives.

#### **Components of the Redesigned Naturalization Test**

### Redesigned Naturalization Test Part I: Civics Test

During the interview, you will be asked 10 questions from the list below. You must correctly answer correctly at least six (6) of the ten (10) questions to pass the civics portion.

#### Civics (History and Government) Items for the Redesigned Naturalization Test

Beginning October 1, 2008, U.S. Citizenship and Immigration Services (USCIS) will begin implementation of a redesigned naturalization test. All applicants who file for naturalization on or after October 1, 2008 will be required to take the redesigned test. For those applicants who file prior to October 1, 2008 but are not interviewed until after October 1, 2008 (but before October 1, 2009), there will be an option of taking the redesigned test or the current one.

Civics (history and government) items from the redesigned naturalization test are found below. Some of the items have more than one possible answer listed. Although we hope that applicants will learn all the content, applicants will only be required to give one answer from the list unless the question asks for more than one. An example of a question that requires more than one off the listed answers is item 36. It asks, "What are two Cabinet-level positions?" In this example, applicants would be required to tell the adjudicator any two of the listed possible responses.

Applicants for naturalization taking the redesigned test should note that USCIS is aware that the 100 items sometimes have answers that are not listed here.

If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk (\*).

#### **AMERICAN GOVERNMENT**

#### A. Principles of American Democracy

- 1. What is the supreme law of the land?
  - A. The Constitution.
- 2. What does the Constitution do?
  - A. It sets up the government.
  - A. It protects basic rights of Americans.
- 3. The idea of self-government is in the first three words of the Constitution. What are these words?
  - A. We the people.

- 4. What is an amendment?
  - A. It is a change to the Constitution.
  - A. An addition to the Constitution
- 5. What do we call the first ten amendments to the Constitution?
  - A. The Bill of Rights
- 6. Name one right or freedom from the First Amendment.\*
  - A. Speech
  - A. Religion
  - A. Assembly
  - A. Press
  - A. Petition the government
- 7. How many amendments does the Constitution have?
  - A. Twenty-seven (27)
- 8. What did the Declaration of Independence do?
  - A. Announce the independence of the United States from Great Britain
  - A. Said that the United States is free from Great Britain
  - A. Declared our independence from Great Britain
- 9. What are <u>two</u> rights in the Declaration of Independence?
  - A. Life
  - A. Liberty
  - A. Pursuit of happiness
- 10. What does freedom of religion mean?
  - A. You can practice any religion you want, or not practice a religion
- 11. What is the economic system in the United States?\*
  - A. Capitalist economy
  - A. Market economy
- 12. What is the "rule of law?"
  - A. Everyone must follow the law
  - A. Leaders must obey the law
  - A. Government must obey the law
  - A. No one is above the law

#### **B.** System of Government

- 13. Name one branch or part of the government.\*
  - A. Congress
  - A. Legislative
  - A. President
  - A. Executive
  - A. The courts
  - A. Judicial
- 14. What stops <u>one</u> branch of government from becoming too powerful?
  - A. Checks and balances
  - A. Separation of powers
- 15. Who is in charge of the executive branch?
  - A. The President
- 16. Who makes federal laws?
  - A. Congress
  - A. Senate and Hose of Representatives
  - A. U.S. or national legislature
- 17. What are the two parts of the United States Congress?\*
  - A. The Senate and House (of Representatives)
- 18. How many United States Senators are there?
  - A. 100
- 19. We elect a U.S. Senator for how many years?
  - A. Six (6)
- 20. Who is one of your state's United States Senators?\*
  - A. Answers will vary. [Residents of territories with nonvoting delegates or resident commissioners may provide the name of that representative or commissioner. Also acceptable is any statement that the territory has no (voting) representatives in Congress.]
- 21. The House of Representatives has how many voting members?
  - A. 435
- 22. We elect a U.S. Representative for how many years?
  - A. Two (2)

- 23. Name your U.S. Representative.
  - A. Answers will vary. [Residents of territories with nonvoting delegates or resident commissioners may provide the name of that representative or commissioner. Also acceptable is any statement that the territory has no (voting) representatives in Congress.]
- 24. Who does a U.S. Senator represent?
  - A. All people of the state
- 25. Why do some states have more Representatives than other states?
  - A. Because of the state's population
  - A. Because they have more people
  - A. Because some states have more people
- 26. We elect a President for how many years?
  - A. Four (4)
- 27. In what month do we vote for President?\*
  - A. November
- 28. What is the name of the President of the United States now?\*
  - A. [Current president] (as of November 20, 2006, George W. Bush)
  - A. George Bush
  - A. Bush
- 29. What is the name of the Vice President of the United States now?
  - A. [Current vice president] (as of November 20, 2006, Richard (Dick) Cheney)
  - A. Dick Cheney
  - A. Cheney
- 30. If the President can no longer serve, who becomes President?
  - A. The Vice President
- 31. If both the President and the Vice President can no longer serve, who becomes President?
  - A. The Speaker of the House
- 32. Who is the Commander-in-Chief of the military?
  - A. The President
- 33. Who signs bills to become laws?
  - A. The President
- 34. Who vetoes bills?
  - A. The President

- 35. What does the President's Cabinet do?
  - A. Advises the President
- 36. Name two Cabinet-level positions.
  - A. Secretary of Agriculture
  - A. Secretary of Commerce
  - A. Secretary of Defense
  - A. Secretary of Education
  - A. Secretary of Energy
  - A. Secretary of Health and Human Services
  - A. Secretary of Homeland Security
  - A. Secretary of Housing and Urban Development
  - A. Secretary of Interior
  - A. Secretary of State
  - A. Secretary of Transportation
  - A. Secretary of Treasury
  - A. Secretary of Veterans' Affairs
  - A. Secretary of Labor
  - A. Attorney General
- 37. What does the judicial branch do?\*
  - A. Reviews laws
  - A. Explains laws
  - A. Resolves disputes (disagreements) between parties
  - A. Decides if a law goes against the Constitution
- 38. What is the highest court in the United States?
  - A. The Supreme Court
- 39. How many justices are on the Supreme Court?
  - A. Nine (9)
- 40. Who is the Chief Justice of the United States?
  - A. John Roberts
  - A. John G. Roberts, Jr.
- 41. Name one thing only the federal government can do
  - A. Print money
  - A. Declare war
  - A. Create an army
  - A. Make treaties

- 42. Under our Constitution, some powers belong to the states. What is <u>one</u> power of the states?
  - A. Provide schooling and education
  - A. Provide protection (police)
  - A. Provide safety (fire departments)
  - A. Give a driver's license
  - A. Approve zoning and land use
- 43. Who is the Governor of your state?
  - A. Answers will vary. [District of Columbia and U.S. Territory residents would answer that they do not have a state governor or that they do not live in a state. Mentioning the governor of the territory for Guam is acceptable. Any answer that mentions one of these facts is acceptable.]
- 44. What is the capital (or capital city) of your state?\*
  - A. Answers will vary. [District of Columbia residents would answer that DC is not a state and that therefore it does not have a capital. Any answer that mentions one of these facts is acceptable.]
- 45. What are the two major political parties in the United States?\*
  - A. Democrats and Republicans
- 46. What is the political party of the President now?
  - A. Republican Party
  - A. Republican
- 47. What is the name of the Speaker of the House of representatives now?
  - A. Nancy Pelosi
  - A. Pelosi

#### C. Rights and Responsibilities

- 48. There are four amendments to the Constitution about who can vote. Describe <u>one</u> of them.
  - A. Citizens eighteen (18) and older can vote.
  - A. You don't have to pay (a poll tax) to vote.
  - A. Any citizen can vote.
  - A. Women and men can vote.
  - A. A male citizen of any race can vote.
- 49. What is one responsibility that is only for United States citizens?
  - A. Vote
  - A. Serve on a jury

- 50. What are two rights that are only for United States citizens?\*
  - A. The right to apply for a federal job
  - A. The right to vote
  - A. The right to run for office
  - A. The right to carry a U.S. passport
- 51. Name two rights of everyone living in the United States.
  - A. Freedom of expression
  - A. Freedom of speech
  - A. Freedom of assembly
  - A. Freedom to petition the government
  - A. Freedom to worship
  - A. The right to bear arms
- 52. What do we show loyalty to when we say the Pledge of Allegiance?
  - A. The United States
  - A. The flag
- 53. Name one promise you make when you become a United States citizen.
  - A. To give up loyalty to other countries (I give up loyalty to my old/first/other country)
  - A. To defend the Constitution and laws of the United States
  - A. To obey the laws of the United States
  - A. To serve in the United States military if needed (To fight for the United States [if needed])
  - A. To serve the nation if needed (To do important work for the United States [if needed])
  - A. To be loyal to the United States
- 54. How old do citizens have to be to vote for President?\*
  - A. 18 years of age or older
- 55. What are two ways that Americans can participate in their democracy?
  - A. Vote
  - A. Join a political party
  - A. Help out with a campaign
  - A. Join a civic group
  - A. Join a community group
  - A. Give an elected official your opinion on an issue
  - A. Call your Senators and Representatives
  - A. Publicly support or oppose an issue or policy
  - A. Run for office
  - A. Write to a newspaper

- 56. When is the last day you can send in federal income tax forms?\*
  - A. By April 15<sup>th</sup> of every year
  - A. April 15<sup>th</sup>
  - A. By April 15<sup>th</sup>
- 57. When must all men register for the Selective Service?
  - A. At age eighteen (18)
  - A. Between eighteen (18) and twenty-six (26)

#### **AMERICAN HISTORY**

#### A. Colonial and Independence

- 58. Name one reason why the colonists came to America.
  - A. Freedom
  - A. Political liberty
  - A. Religious freedom
  - A. Economic opportunity
  - A. To practice their religion
  - A. To escape persecution
- 59. Who lived in America before the Europeans arrived?
  - A. Native Americans
  - A. American Indians
- 60. What group of people was taken to American and sold as slaves?
  - A. Africans
  - A. People from Africa
- 61. Why did the colonists fight the British?
  - A. Because of high taxes (taxation without representation)
  - A. Because the British army stayed in their houses (boarding, quartering)
  - A. Because they didn't have self-government
- 62. Who wrote the Declaration of Independence?
  - A. Thomas Jefferson
  - A. Jefferson
- 63. When was the Declaration of Independence adopted?
  - A. July 4, 1776

- 64. There were 13 original states. Name three.
  - A. New Hampshire
  - A. Massachusetts
  - A. Rhode Island
  - A. Connecticut
  - A. New York
  - A. New Jersey
  - A. Pennsylvania
  - A. Delaware
  - A. Maryland
  - A. Virginia
  - A. North Carolina
  - A. South Carolina
  - A. Georgia
- 65. What happened at the Constitutional Convention?
  - A. The Constitution was written
  - A. The Founding Fathers wrote the Constitution
- 66. When was the Constitution written?
  - A. 1787
- 67. The Federalist Papers supported the passage of the U.S. Constitution. Name <u>one</u> of the writers.
  - A. (James) Madison
  - A. (Alexander) Hamilton
  - A. (John) Jay
  - A. Publius
- 68. What is one thing Benjamin Franklin is famous for?
  - A. U.S. diplomat
  - A. Oldest member of the Constitutional Convention
  - A. First Postmaster General of the United States
  - A. Writer of "Poor Richard's Almanac"
  - A. Started the first free libraries
- 69. Who is the "Father of our Country?"
  - A. (George) Washington
- 70. Who was the first President?\*
  - A. (George) Washington

#### B. 1800s

- 71. What territory did the United States buy from France in 1803?
  - A. The Louisiana Territory
  - A. Louisiana
- 72. Name one war fought by the United States in the 1800s.
  - A. War of 1812
  - A. Mexican-American War
  - A. Civil War
  - A. Spanish-American War
- 73. Name the U.S. war between the North and the South.
  - A. The Civil War
  - A. The War between the States
- 74. Name one problem that led to the Civil War.
  - A. Slavery
  - A. Economic reasons
  - A. States' rights
- 75. What was one important thing that Abraham Lincoln did?\*
  - A. Freed the slaves (Emancipation Proclamation)
  - A. Saved (or preserved) the Union
  - A. Led the United States during the Civil War
- 76. What did the Emancipation Proclamation do?
  - A. Freed the slaves
  - A. Freed the slaves in the Confederacy
  - A. Freed slaves in the Confederate states
  - A. Freed slaves in most Southern states
- 77. What did Susan B. Anthony do?
  - A. Fought for women's rights
  - A. Fought for civil rights

#### C. Recent American History and Other Important Historical Information

- 78. Name one war fought by the United States in the 1900s.\*
  - A. World War I
  - A. World War II
  - A. Korean War
  - A. Vietnam War
  - A. Gulf (or Persian Gulf) War

- 79. Who was President during World War I?
  - A. Woodrow Wilson
  - A. Wilson
- 80. Who was President during the Great Depression and World War II?
  - A. Franklin Roosevelt
  - A. Roosevelt
- 81. Who did the United States fight in World War II?
  - A. Japan, German, and Italy
- 82. Before he was President, Eisenhower was a general. What war was he in?
  - A. World War II
- 83. During the Cold War, what was the main concern of the United States?
  - A. Communism
- 84. What movement tried to end racial discrimination?
  - A. Civil rights movement
  - A. Civil rights
- 85. What did Martin Luther King, Jr. do?\*
  - A. Fought for civil rights
  - A. Worked for equality for all Americans
- 86. What major event happened on September 11, 2001 in the United States?
  - A. Terrorists attacked the United States
- 87. Name one American Indian tribe in the United States.

[Adjudicators will be supplied with a complete list.]

A. Cherokee

A. Navajo

A. Sioux

A. Chippewa

A. Choctaw

A. Pueblo

A. Apache

A. Iroquois

A. Creek

A. Blackfeet

A. Seminole

A. Chevenne

A. Schillion

A. Shawnee

A. Arawak

A. Huron

A. MoheganA. Oneida

A. Lakotas

A. Crow

A. Teton

A. Hopi

A. Inuit, etc.

#### **INTEGRATED CIVICS**

#### A. Geography

- 88. Name <u>one</u> of the two longest rivers in the United States.
  - A. The Mississippi River
  - A. The Missouri River
- 89. What ocean is on the west coast of the United States?
  - A. The Pacific Ocean
- 90. What ocean is on the east coast of the United States?
  - A. The Atlantic Ocean
- 91. Name one U. S. Territory.
  - A. Puerto Rico
  - A. U.S. Virgin Islands
  - A. American Samoa
  - A. Norther Mariana Islands
  - A. Guam
- 92. Name one state that borders Canada.
  - A. Maine A. New Hampshire
  - A. Vermont A. New York
  - A. Pennsylvania A. Ohio
  - A. Michigan A. Minnesota
  - A. North Dakota A. Montana
  - A. Idaho A. Washington
  - A. Alaska
- 93. Name one state that borders Mexico.
  - A. California
  - A. Arizona
  - A. New Mexico
  - A. Texas
- 94. What is the capital of the United States?\*
  - A. Washington, D.C.
- 95. Where is the Statue of Liberty?\*
  - A. New York Harbor
  - A. New York
  - A. Liberty Island

[Also acceptable are New Jersey, near New York City, and on the Hudson River]

#### B. Symbols

- 96. Why does the flag have 13 stripes?
  - A. Because there were 13 original colonies.
  - A. Because the stripes represent the original colonies.
- 97. Why does the flag have 50 stars?\*
  - A. There is one star for each state.
  - A. Each star represents a state.
  - A. There are 50 states.
- 98. What's the name of the National Anthem?
  - A. "The Star-Spangled Banner."

#### C. Holidays

- 99. When do we celebrate Independence Day?\*
  - A. July 4
- 100. Name two national U.S. holidays.
  - A. New Year's Day

    A. Martin Luther King Day
  - A. Presidents' Day A. Memorial Day
  - A. Independence Day A. Labor Day
  - A. Columbus Day A. Thanksgiving
  - A. Christmas

### **Reading Test**

#### **Oral Test: Speaking**

There are no changes being made to the English speaking portion of the test. The speaking portion will continue to include the questions normally asked during the naturalization interview.

#### **Reading Test: Reading Vocabulary**

The format for the reading portion of the redesigned English reading test is similar to the current test. Applicants will be provided with up to three chances to correctly read a sentence in English. To help applicants prepare, USCIS is releasing a vocabulary list (below) containing all of the words found in the redesigned reading test items. The content items will focus on civics and history topics.

#### Reading Vocabulary for the Redesigned Naturalization Test

People	Holidays	<b>Other Content</b>
Abraham Lincoln	Presidents' Day	dollar bill
George Washington	Memorial Day	first
	Flag Day	largest
Civics	Independence Day	man
American flag	Labor Day	most
Bill of Rights	Columbus Day	north
capital	Thanksgiving	one
citizen		our
Congress	<b>Question Words</b>	people
country	how many	second
Father of Our Country	what	south
flag	when	
government	where	<b>Other Function</b>
President	who	for
right/rights	why	here
Senators		in
states	Verbs	of
White House	can	on
	come	the
Places	do/does	to
America	elects	we
United States	have/has	
U.S.	is/are/was/be	
	lives	
	meet	
	name	
	pay	
	vote	
	want	

### **Writing Test**

#### Writing Test: Writing Vocabulary

The format for the writing portion of the redesigned English reading test is similar to the current test. Applicants will be provided with up to three chances to correctly write a sentence dictated by the adjudications officers in English. To help applicants prepare, USCIS is releasing a vocabulary list (below) containing all of the words found in the redesigned writing test items. The content items will focus on civics and history topics.

#### Writing Vocabulary List for the Redesigned Naturalization Test

People	Months	Other Functions
Adams	February	a
Lincoln	May	and
Washington	June	during
C	July	for
Civics	September	here
American Indians	October	in
capital	November	of
citizens		on
Civil War	Holidays	our
Congress	Presidents' Day	the
Father of Our Country	Memorial Day	they
flag	Flag Day	to
free	Independence Day	we
freedom of speech	Labor Day	
laws	Columbus Day	<b>Other Content</b>
President	Thanksgiving	blue
right/rights		colors
Senators	Verbs	dollar bill
state/states	can	fifty/50
White House	come	first
	do/does	largest
Places	elect	most
Alaska	have/has	north
California	is/are/was/be	one hundred/100
Canada	lives/lived	people
country	makes	red
Delaware	meets	second
Mexico	pay	south
New York City	vote	stripes
Washington, D.C.	want	white
United States		

### **Citizenship Test Preparation Sample Activities**

1. Have students answer open-ended or short answer questions, both oral and written.

Examples: Who was the first President of the United States?

How can you express your support for a candidate?

2. Have students write paragraphs or papers on a specific theme (such as liberty, freedom) in U.S. history or government.

Examples: Students and teachers can write dialogue journals. Topics may include: Have your rights ever been violated? If so, how?

Pick one thing you would change if you were President.

What contributions have African-Americans made in U.S. history?

3. Have students orally identify and describe visual evidence, locate events on timelines, and label specific locations on a map.

Examples: Using photographs of places of importance or national leaders, students label England, the United States, and their own counties of origin on a map.

4. Students can compare and contrast key terms.

Examples: Have students explain the differences between conquest and colonization, Judiciary/Legislative/Executive, or Democrat/Republican.

5. Play games related to subject material.

Examples: Teacher can make a trivia game out of the questions on the exam. Topics might include:

- a. Women in U.S. history
- b. U.S. Presidents
- c. Minorities in politics
- 6. Students compare and contrast, orally or in written form, U.S. history and government with that of their own countries.

Examples: Students discuss differences in the colonization of North and Latin America.

7. Have students participate in debates and role plays surrounding historical and political issues to practice their interview.

Examples: Students take a position supporting either an abolitionist or pro-slavery stance.

Sample Citizenship Test
Note: This is NOT from the USCIS website, but is a quiz to help your students pass the exam.

1.	How man	ny states are there in the Union?
	A. 52 B. 50 C. 40	0
2.	How man	ny changes or amendments are there to the U.S. Constitution?
	A. 27 B. 13 C. 9	3
3.	What is the	he legislative branch of the U.S. government called?
	B. th	congress ne House of Representatives ne Presidency
4.	Which Pr	resident freed the slaves?
	B. Jo	braham Lincoln ohn F. Kennedy George Washington
5.	In which month is a new President inaugurated?	
	B. Ju	lovember uly anuary
6.	What is the Constitution?	
	B. ar	ne supreme law of the land n oath of allegiance ne Declaration of Independence
7.	How man	ny Representatives are there in Congress?
		00 35 0

- 8. Who helped the Pilgrims in America?
  - A. Christopher Columbus
  - B. the American Indians (Native Americans)
  - C. Southern plantation owners
- 9. For how long do we elect the President?
  - A. two years
  - B. There is no limit.
  - C. four years
- 10. What are the 49<sup>th</sup> and 50<sup>th</sup> states of the Union?
  - A. Puerto Rico and Guam
  - B. Alaska and Puerto Rico
  - C. Hawaii and Alaska
- 11. What are three of the rights or freedoms guaranteed by the Bill of Rights?
  - A. the right to life, the right to liberty, the right to the pursuit of happiness
  - B. freedom of speech, freedom of the press, freedom of religion
  - C. freedom of religion, the right to elect representatives, human rights
- 12. Which of the following is the purpose of the United Nations?
  - A. to discuss and try to resolve world problems
  - B. to settle civil wars
  - C. to protect the United States
- 13. What are the three branches of our government?
  - A. Democratic, Republican, Independent
  - B. Department of Justice, Department of State, Department of Defense
  - C. legislative, executive, judicial
- 14. What special group advises the President?
  - A. the executive branch
  - B. the Cabinet
  - C. the electoral college
- 15. What is the date of Independence Day?
  - A. July 4<sup>th</sup>
  - B. January 1<sup>st</sup>
  - C. July 14<sup>th</sup>

- 16. Which countries were our enemies during World War II?
  - A. Iraq, Libya, and Turkey
  - B. Germany, Japan, and the Soviet Union
  - C. Germany, Italy, and Japan
- 17. How many Supreme Court justices are there?
  - A. ten
  - B. nine
  - C. three
- 18. What is the national anthem of the United States?
  - A. The Declaration of Independence
  - B. The Statue of Liberty
  - C. The Star-Spangled Banner
- 19. What is the White House?
  - A. the President's official home
  - B. where the Supreme Court meets
  - C. George Washington's birthplace

# **Answers Sample Citizenship Test**

How many changes or amendments are there to the U.S. Constitution?

What is the legislative branch of the U.S. government called?

How many states are there in the Union?

B. 50

A.

A.

27

Congress

Which President freed the slaves? A. Abraham Lincoln 5. In which month is a new President inaugurated? C. January What is the Constitution? 6. A. the supreme law of the land How many Representatives are there in Congress? 7. B. 435 Who helped the Pilgrims in America? 8. the American Indians B. 9. For how long do we elect the President? C. four years 10. What are the 49<sup>th</sup> and 50<sup>th</sup> states of the Union? C. Hawaii and Alaska 11. What are three of the rights or freedoms guaranteed by the Bill of Rights? В. freedom of speech, freedom of the press, freedom of religion

- 12. Which of these is a purpose of the United Nations?
  - A. to discuss and try to resolve world problems
- 13. What are the three branches of our government?
  - C. legislative, executive, judicial
- 14. What special group advises the President?
  - B. the Cabinet
- 15. What is the date of Independence Day?
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- 16. Which countries were our enemies during World War II?
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- 17. How many Supreme Court Justices are there?
  - B. nine
- 18. What is the national anthem of the United States?
  - C. The Star-Spangled Banner
- 19. What is the White House?
  - A. the President's official home

## **American History Quiz**

- 1. In which time period did the Civil War take place?
  - A. 1750-1800
  - B. 1800-1850
  - C. 1850-1900
  - D. 1900-1950
  - E. After 1950
- 2. Who said "Give me liberty or give me death"?
  - A. John Hancock
  - B. James Madison
  - C. Patrick Henry
  - D. Samuel Adams
- 3. The term "Reconstruction" refers to:
  - A. Payment of European countries' debt to the United States after the First World War.
  - B. Repairing the physical damage caused by the Civil War.
  - C. Readmission of the Confederate states and the protection of the rights of Black citizens.
  - D. Rebuilding of the transcontinental railroad and the canal system.
- 4. The Missouri Compromise was the act that:
  - A. Funded the Lewis and Clark expedition on the upper Missouri River.
  - B. Granted statehood to Missouri but denied the admission of any other states.
  - C. Settled the boundary dispute between Missouri and Kansas.
  - D. Admitted Maine into the Union as a free state and Missouri as a slave state.
- 5. The Scopes Trial was about:
  - A. Freedom of the press.
  - B. Teaching evolution in the schools.
  - C. Prayer in the schools.
  - D. Education in private schools.
- 6. The Emancipation Proclamation issued by Lincoln stated that:
  - A. Slaves were free in areas of the Confederate states not held by the Union.
  - B. The slave trade was illegal.
  - C. Slaves who fled to Canada would be protected.
  - D. Slavery was abolished in the Union.

- 7. The purpose of the authors of *The Federalist Papers* was to:
  - A. Establish a strong, free press in the colonies.
  - B. Confirm George Washington's election as the first president.
  - C. Win foreign approval for the Revolutionary War.
  - D. Gain ratification of the U.S. Constitution.
- 8. Sputnik was the name given to the first:
  - A. Telecommunications system.
  - B. Animal to travel into space.
  - C. Hydrogen bomb.
  - D. Manmade satellite.
- 9. Who was "First in war, first in peace, first in the hearts of his countrymen"?
  - A. George Washington
  - B. Woodrow Wilson
  - C. Dwight Eisenhower
  - D. Abraham Lincoln
- 10. Which document established the division of powers between the states and the federal government?
  - A. the Marshall Plan
  - B. the Constitution
  - C. the Declaration of Independence
  - D. the Articles of Confederation
- 11. During which time period was Thomas Jefferson president?
  - A. 1780-1800
  - B. 1800-1820
  - C. 1820-1840
  - D. 1840-1860
- 12. What was the lowest point of American fortunes in the Revolutionary War?
  - A. Saratoga
  - B. Bunker Hill
  - C. Valley Forge
  - D. Fort Ticonderoga
- 13. In his farewell address, President George Washington warned against the danger of:
  - A. Expanding into territories beyond the Appalachian Mountains.
  - B. Having a war with Spain over Mexico.

- C. Entering into permanent alliances with foreign governments.
- D. Building a standing army and strong navy.
- 14. The Monroe Doctrine declared that:
  - A. The American blockade of Cuba was in accordance with international law.
  - B. Europe should not acquire new territories in the Western Hemisphere.
  - C. Trade with China should be open to all Western nations.
  - D. The annexation of the Philippines was legitimate.
- 15. Who was the European who traveled in the United States and wrote down perceptive comments about what he saw in *Democracy in America*?
  - A. Lafayette
  - B. Tocqueville
  - C. Crevecoeur
  - D. Napoleon
- 16. John Marshall was the author of:
  - A. Roe vs. Wade.
  - B. Dred Scott vs. Kansas.
  - C. Marbury vs. Madison.
  - D. Brown vs. Board of Education.
- 17. In which time period was Abraham Lincoln President?
  - A. 1800-1820
  - B. 1820-1840
  - C. 1840-1860
  - D. 1860-1880
- 18. Who was the American general at Yorktown?
  - A. William T. Sherman
  - B. Ulysses S. Grant
  - C. Douglas MacArthur
  - D. George Washington
- 19. Who was the leader of the Soviet Union when the United States entered the Second World War?
  - A. Peter Ustinov
  - B. Nikita Khrushchev
  - C. Marshal Tito
  - D. Joseph Stalin

- 20. Who was the "Father of the Constitution"?
  - A. George Washington
  - B. Thomas Jefferson
  - C. Benjamin Franklin
  - D. James Madison
- 21. Who said, "I regret that I have but one life to lose for my country"?
  - A. John F. Kennedy
  - B. Benedict Arnold
  - C. John Brown
  - D. Nathan Hale
- 22. What was the source of the following phrase: "Government of the people, by the people, for the people"?
  - A. the speech "I Have a Dream"
  - B. the Declaration of Independence
  - C. the U.S. Constitution
  - D. the Gettysburg Address
- 23. Who was the second President of the United States?
  - A. Thomas Jefferson
  - B. James Madison
  - C. John Adams
  - D. Benjamin Franklin
- 24. Who was President when the U.S. purchased the Panama Canal?
  - A. Theodore Roosevelt
  - B. Jimmy Carter
  - C. Franklin D. Roosevelt
  - D. Woodrow Wilson
- 25. Who was the leading advocate for U.S. entry into the League of Nations?
  - A. George C. Marshall
  - B. Woodrow Wilson
  - C. Henry Cabot Lodge
  - D. Eleanor Roosevelt
- 26. Who said, "Speak softly and carry a big stick"?
  - A. William T. Sherman
  - B. Sitting Bull

- C. John D. Rockefeller
- D. Theodore Roosevelt
- 27. The Battle of the Bulge occurred during:
  - A. The Vietnam War.
  - B. World War II.
  - C. World War I.
  - D. The Civil War.
- 28. Which of the following people was a prominent leader of the abolitionist movement?
  - A. Malcolm X
  - B. Martin Luther King Jr.
  - C. W.E.B. DuBois
  - D. Frederick Douglass
- 29. Who was President of the United States at the beginning of the Korean War?
  - A. John F. Kennedy
  - B. Franklin D. Roosevelt
  - C. Dwight Eisenhower
  - D. Harry Truman
- 30. When the United States entered World War II, which two major nations were allied with Germany?
  - A. Italy and Japan
  - B. Italy and Poland
  - C. Italy and Russia
  - D. Russia and Japan
- 31. Social legislation passed under President Lyndon B. Johnson's Great Society Program included:
  - A. The Sherman Antitrust Act.
  - B. The Voting Rights Act.
  - C. The Tennessee Valley Authority.
  - D. The Civilian Conservation Corps.
- 32. How old do you have to be to vote?
  - A. 18
  - B. 21
  - C. 35

33.	In the United States, national elections always take place during what month?	
	A.	January
	B.	July
	C.	November
34.	How often are presidential elections held?	
	A.	every two years
		every four years
	C.	every six years
35.	How often are elections held for seats in the House of Representatives?	
	A.	every two years
		every four years
	C.	every six years
36.	How le	ong are the terms served by U.S. senators?
	A.	two years
	B.	four years
	C.	six years
37.	How many terms can a president serve?	
	A.	as many as he wants
	B.	one term
	C.	two terms
38.	What document gave African Americans the right to vote?	
	A.	the Fifteen Amendment
	B.	the Emancipation Proclamation
	C.	the Bill of Rights
39.	When were women first permitted to vote in national elections in the United States?	
	A.	1776
	B.	1865
	C.	1920
40.	What is another word for the right to vote?	
	A.	ballot
	B.	suffrage
	C.	gerrymander

- 41. What does gerrymandering mean?
  - A. to rearrange voting districts so that they favor a certain political party
  - B. to cheat in an election
  - C. to deny a group of people the right to vote
- 42. At the time the Constitution was written, who was allowed to vote in U.S. elections?
  - A. white male property owners
  - B. all men, regardless of race, creed, or color
  - C. No one was initially given the right to vote.
- 43. Which of the following Presidents won both the greatest number of popular votes and the most electoral college votes in an election?
  - A. Ronald Reagan
  - B. John Kennedy
  - C. Woodrow Wilson
- 44. What candidate has run in the most presidential elections?
  - A. Franklin Roosevelt
  - B. Norman Thomas
  - C. Adlai Stevenson
- 45. Which of the following Presidents were elected even though they lost the popular vote?
  - A. John Quincy Adams, Rutherford B. Hayes, Benjamin Harrison, and George W. Bush
  - B. Jimmy Carter and George W. Bush
  - C. none
- 46. Which presidential election was the closest in terms of the popular vote?
  - A. Hubert Humphrey and Richard Nixon
  - B. John F. Kennedy and Richard Nixon
  - C. George W. Bush and Al Gore
- 47. Which presidential candidate was elected, defeated, and then reelected?
  - A. William McKinley
  - B. Herbert Hoover
  - C. Grover Cleveland

- 48. Who was the only President elected four times?
  - A. George Washington
  - B. Franklin Roosevelt
  - C. Andrew Jackson
- 49. Women throughout the United States were given the right to vote in 1920 with the passage of the 19<sup>th</sup> Amendment. But what was the first territory or state to grant women the right to vote?
  - A. California
  - B. Virginia
  - C. Wyoming
- 50. The 15<sup>th</sup> Amendment gave African Americans the right to vote. But which of the following outlawed the discriminatory practices that prevented many African Americans from exercising their right to vote?
  - A. Brown vs. Board of Education
  - B. the Voting Rights Act of 1965
  - C. the Civil Rights Act of 1991
- 51. Which was the first presidential election in which 18-year-olds could vote?
  - A. 1960
  - B. 1968
  - C. 1972
- 52. Only two states allow electors to divide their votes among candidates in presidential elections. What are those two states?
  - A. Massachusetts and California
  - B. New York and Texas
  - C. Maine and Nebraska
  - D. Florida and Iowa

## Answers American History Quiz

- 1. In which time period did the Civil War take place?
  - C. 1850-1900
- 2. Who said "Give me liberty or give me death"?
  - C. Patrick Henry
- 3. The term "Reconstruction" refers to:
  - C. Readmission of the Confederate states and the protection of the rights of Black citizens.
- 4. The Missouri Compromise was the act that:
  - D. Admitted Maine into the Union as a free state and Missouri as a slave state.
- 5. The Scopes Trial was about:
  - B. Teaching evolution in the schools.
- 6. The Emancipation Proclamation issued by Lincoln stated that:
  - A. Slaves were free in areas of the Confederate states not held by the Union.
- 7. The purpose of the authors of *The Federalist Papers* was to:
  - D. Gain ratification of the U.S. Constitution.
- 8. Sputnik was the name given to the first:
  - D. Manmade satellite.
- 9. Who was "First in war, in peace, first in the hearts of his countrymen"?
  - A. George Washington
- 10. Which document established the division of powers between the states and the federal government?
  - B. the Constitution

- 11. During which time period was Thomas Jefferson president?
  - B. 1800-1820
- 12. What was the lowest point in American fortunes in the Revolutionary War?
  - C. Valley Forge
- 13. In his Farewell Address, President George Washington warned against the danger of:
  - C. Entering into permanent alliances with foreign governments.
- 14. The Monroe Doctrine declared that:
  - B. Europe should not acquire new territories in the Western Hemisphere.
- 15. Who was the European who traveled in the United States and wrote down perceptive comments about what he saw in *Democracy in America*?
  - B. Tocqueville
- 16. John Marshall was the author of:
  - C. Marbury vs. Madison.
- 17. In which time period was Abraham Lincoln president?
  - D. 1960-1880
- 18. Who was the American general at Yorktown?
  - D. George Washington
- 19. Who was the leader of the Soviet Union when the United States entered the Second World War?
  - D. Joseph Stalin
- 20. Who was the "Father of the Constitution"?
  - D. James Madison
- 21. Who said, "I regret that I have only but life to lose for my country?"
  - D. Nathan Hale

- 22. What was the source of the following phrase: "Government of the people, by the people, for the people"?
  - D. the Gettysburg Address
- 23. Who was the second president of the United States?
  - C. John Adams
- 24. Who was President when the U.S. purchased the Panama Canal?
  - A. Theodore Roosevelt
- 25. Who was the leading advocate for U.S. entry into the League of Nations?
  - B. Woodrow Wilson
- 26. Who said, "Speak softly and carry a big stick"?
  - D. Theodore Roosevelt
- 27. The Battle of the Bulge occurred during:
  - B. World War II
- 28. Which of the following people was a prominent leader of the abolitionist movement?
  - D. Frederick Douglass
- 29. Who was President of the United States at the beginning of the Korean War?
  - D. Harry Truman
- 30. When the United States entered World War II, which two major nations were allied with Germany?
  - A. Italy and Japan
- 31. Social legislation passed under President Lyndon B. Johnson's Great Society Program included:
  - B. The Voting Rights Act.
- 32. How old do you have to be to vote?
  - A. 18

- 33. In the United States, national elections always take place during which month?
  C. November
  34. How often are presidential elections held?
  B. every four years
  35. How often are elections held for seats in the House of Representatives?
  A. every two years
  36. How long are the terms served by U.S. senators?
  C. six years
  37. How many terms can a president serve?
  C. two terms
- 38. What document gave African Americans the right to vote?
  - A. the Fifteenth Amendment
- 39. When were women first permitted to vote in national elections in the United States?
  - C. 1920
- 40. What is another word that means the right to vote?
  - B. suffrage
- 41. What does gerrymandering mean?
  - A. To rearrange voting districts so that they favor a certain political party
- 42. At the time the Constitution was written, who was allowed to vote in U.S. elections?
  - A. white male property owners
- 43. Which of the following Presidents won both the greatest number of popular votes and the most electoral college votes in an election?
  - A. Ronald Reagan

- 44. What candidate has run in the most presidential elections?
  - B. Norman Thomas
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  - A. John Quincy Adams, Rutherford B. Hayes, Benjamin Harrison, and George W. Bush
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  - C. Wyoming
- 50. The 15<sup>th</sup> Amendment gave African Americans the right to vote. But what outlawed the discriminatory practices that prevented many African Americans from exercising their right to vote?
  - B. the Voting Rights Act of 1965
- 51. Which was the first presidential election in which 18-year-olds could vote?
  - C. 1972
- 52. Only two states allow electors to divide their votes among candidates in presidential elections. What are those two states?
  - B. Maine and Nebraska

### **U.S.** Constitution Quiz

- 1. Which of the following rights and freedoms is specifically guaranteed by the first ten amendments?
  - A. the right to an education
  - B. freedom of the press
  - C. the right to privacy
  - D. freedom to own property
- 2. The Fifth Amendment states that a person cannot be:
  - A. Tried twice for the same crime.
  - B. Forced to give evidence against him/herself.
  - C. Deprived of life, liberty, or property without due process of law.
  - D. All of the above.
- 3. According to the Fourth Amendment, the police can search and seize a person's property only if:
  - A. The owner consents.
  - B. The neighbors sign a petition.
  - C. The chief of police gives permission.
  - D. A judge issues a warrant.
- 4. A man is arrested. (1) The police hold him for several days before telling him the charge against him. (2) He calls an attorney, who makes plans for the trial. (3) At the trial, various witnesses are called to testify against the man. (4) However, his attorney is not allowed to ask questions of the witnesses. (5) A judge finds him guilty of the crime. Which stages in the above situation seem to be violations of the man's Sixth Amendment rights?
  - A. 2, 3, 4
  - B. 1.3.5
  - C. 1, 4, 5
  - D. 3, 4, 5
- 5. Which of the following is not allowed, according to the Eighth Amendment?
  - A. reasonable bail
  - B. reasonable fines
  - C. jail terms
  - D. cruel and unusual punishments

#### 6. Why was the Ninth Amendment added to the Constitution?

- A. because the framers worried they might have forgotten an important right
- B because the framers wanted to make clear that basic rights were guaranteed even though they were not stated specifically in the Constitution
- C. because the Bill of Rights had to have ten parts
- D. because the English Bill of Rights listed nine rights

#### 7. One provision of the First Amendment is:

- A. Freedom of speech.
- B. The right to an impartial jury.
- C. The right to bear arms.
- D. Freedom from cruel and unusual punishments.

#### 8. The Tenth Amendment states that:

- A. Most powers belong to the national government.
- B. Powers not given to the national government or prohibited from the states belong to the states or the people.
- C. The people are the source of all government powers.
- D. The states are the most important part of our government system.

#### 9. What do the Fifteen, Nineteenth, and Twenty-Sixth Amendments all have in common?

- A. They each define rights of all citizens.
- B. They each undo previous amendments.
- C. They each give voting rights to a group that did not previously have them.
- D. They were each adopted in the 1800s.

#### 10. Which of the following is a key provision of the Fourteenth Amendment?

- A. It protects all citizens' freedom of speech.
- B. It defines citizenship.
- C. It abolishes slavery.
- D. It explains that people who fought for the South in the Civil War will never be allowed to hold office in the United States.

#### 11. The Fourteenth Amendment guarantees:

- A. That states will not deny anyone equal protection of the laws
- B. That everyone except criminals will be counted when figuring a state's number of representatives in Congress.
- C. The right to vote to all former slaves.
- D. The same rights as those named in the Fifth Amendment.

- 12. A person may be elected to no more than two terms in a row as President according to which amendment?
  - A. Twelfth
  - B. Seventeenth
  - C. Twentieth
  - D. Twenty-Second
- 13. You can infer from the Twenty-Third Amendment that:
  - A. People living in Washington, DC were not entitled to vote for President before the amendment was passed.
  - B. Washington, DC, has been treated like a state for most purposes in the Constitution.
  - C. The population in Washington, DC, is very large.
  - D. The people in Washington, DC, did not care whether they could vote for President or not.
- 14. In 1974, President Richard Nixon resigned from office. Which amendment explains what action had to be taken after that?
  - A. Twentieth
  - B. Twenty-Second
  - C. Twenty-Fifth
  - D. Twenty-Sixth
- 15. What is the correct sequence of the following events?
  - a. passage of the Twenty-First Amendment
  - b. growth of the temperance, or anti-alcohol, movement in the 1850s
  - c. passage of the Eighteenth Amendment
  - d. increase of drinking age in most states in the late 1900s
  - A. a. b. c. d
  - B. a, c, b, d
  - C. c, a, b, d
  - D. b, c, a, d
- 16. Which statement reflects a positive view of the Sixteenth Amendment?
  - A. Taxes are needed to help the government do good for all of us.
  - B. Even women deserve to vote.
  - C. Banning alcohol will help businesses and improve family life.
  - D. One positive result of Reconstruction is the end of slavery.
- 17. Poll taxes were outlawed by the Twenty-Fourth Amendment:
  - A. To prevent discrimination against certain voters.
  - B. Because the government no longer needed to raise money from such taxes.

- C. In all elections–state and national.
- D. During Reconstruction in the 1870s.
- 18. The legislative branch is made up of
  - A. Federal courts.
  - B. Two houses of Congress.
  - C. The President and the Vice President.
  - D. The Assembly and the House of Burgesses.
- 19. How is representation in the House of Representatives determined?
  - A. by the physical size of the state
  - B. by the location of the state
  - C. by the size of the state's population
  - D. Every state has the same number of representatives.
- 20. Which of the following is true about the Senate and the House of Representatives?
  - A. The age requirement for the Senate is older than that for the House.
  - B. The Senate has more members than the House.
  - C. Members of both houses must be natural-born citizens.
  - D. Terms of office for the Senate and House are the same length.
- 21. Place the following steps of the lawmaking process in the correct order.
  - I. The President may veto the bill.
  - II. The bill is introduced in the Senate or House.
  - III. The bill is passed in each house.
  - IV. If the President vetoes the bill, the houses may vote to override the veto.
  - A. III, II, I, IV
  - B. I. II. IV. II
  - C. II, III, I, IV
  - D. IV, I, II, III
- 22. Which of the following is not a power of Congress?
  - A. to regulate trade with other nations
  - B. to raise and support a navy
  - C. to coin money
  - D. to appoint judges

- 23. Which powers do both state governments and the federal government have?A. power to tax
  - B. power to regulate trade between states
  - C. power to make treaties with other countries
  - D. power to grant patents and copyrights
- 24. Section 8, Clause 18 is sometimes called the "elastic clause," because it allows for actions not specifically named in the Constitution. Which of the following might be an example of such an action?
  - A. designing and printing a new five-dollar bill
  - B. setting a new tax on imported basketballs
  - C. buying territory to expand the boundaries of the United States
  - D. passing a law requiring immigrants to live in the United States for five years before becoming citizens
- 25. Which power is held only by the House of Representatives?
  - A. power to declare war
  - B. power to initiate tax bills
  - C. power to set punishments for counterfeiters
  - D. power to override a presidential veto
- 26. Which phrase best completes the sentence? If a President is impeached, \_\_\_\_\_.
  - A. The trial takes place in the Senate.
  - B. Members of the House of Representatives can remove the President from office.
  - C. The President will go to jail.
  - D. The courts decide what should happen next.
- 27. While at the Capitol building, where Congress meets, a Representative may:
  - A. Spend as much money as he or she wants on government business.
  - B. Not be arrested for anything said in a speech.
  - C. Miss many sessions without fear of punishment by the House.
  - D. Not also have a job as a city mayor.
- 28. The main job of the President is to:
  - A. Make laws.
  - B. Carry out the laws.
  - C. Choose electors.
  - D. Take the oath of office.

29.	Which of the following is not a power of the President?	
	<ul> <li>A. to act as commander in chief of the armed forces</li> <li>B. to appoint ambassadors with consent of the Senate</li> <li>C. to choose the president of the Senate</li> <li>D. to make treaties</li> </ul>	
30.	. The President can be removed from office for:	
	<ul><li>A. Committing treason.</li><li>B. Making an unpopular speech.</li><li>C. Breaking a promise to the people who elected him.</li><li>D. Vetoing a bill.</li></ul>	
31.	. Who of the following people could be elected President?	
	<ul> <li>A. A 35-year-old woman born in Russia.</li> <li>B. A 40-year-old man born in the United States, but living in Britain from a C. A 50-year-old woman born in the United States.</li> <li>D. A 30-year-old man born in the United States.</li> </ul>	ge 5 to age 30
32.	. According to the Constitution, how is the President elected?	
	<ul> <li>A. by receiving a majority of the electoral votes</li> <li>B. by receiving the majority of the votes cast on election day</li> <li>C. by getting the most votes in any 27 states</li> <li>D. by gaining approval from a majority of state legislatures</li> </ul>	
33.	. Which phrase best completes this sentence? The judicial branch	
	<ul><li>A. Is a lawmaking body.</li><li>B. Helps the President carry out laws.</li><li>C. Consists of federal courts.</li><li>D. Has no role in interpreting the meaning of the Constitution.</li></ul>	
34.	Which phrase best completes this sentence? Article III	
	<ul> <li>A. Tells how many federal courts there will be.</li> <li>B. Describes the scope of federal power.</li> <li>C. Names the first Chief Justice of the Supreme Court.</li> <li>D. Gives the Supreme Court the power to hold trials for any crime that Justi important enough.</li> </ul>	ces think is
35.	. According to Article III, federal judges hold office:	

A. For two years.B. For four years.

- D. For six years.
- E. For life.

#### 36. The Supreme Court has the right to:

- A. Review decisions of the inferior courts.
- B. Set up inferior courts.
- C. Set punishment for traitors.
- D. Impeach the President.

# 37. Which of the following is an example of a situation in which a person may be convicted of treason?

- A. The person is seen speaking against the government.
- B. Two people testify that they saw the person giving weapons to an enemy soldier during war.
- C. The person writes a letter describing plans to make war against the country.
- D. The President says the person committed an act of treason.

#### 38. According to Article IV, each state must:

- A. Make rules for managing and governing federal lands within its borders.
- B. Treat a citizen of another state as it treats its own citizens.
- C. Protect another state from foreign invasion.
- D. Approve the admission of a new state.

#### 39. For which of the following does Article IV provide?

- A. A government in which voters choose representatives to govern them.
- B. Protection from foreign invasion.
- C. Protection from domestic violence.
- D. All of the above.

#### 40. Which statement is true about amendments?

- A. They have the same weight as the original articles of the Constitution.
- B. They must be approved by the Supreme Court.
- C. There can be no more than 27 amendments.
- D. Amendments are easy to add to the Constitution.

#### 41. An amendment may be proposed by a two-thirds vote of:

- A. State governors.
- B. The President's advisors.
- C. The Supreme Court.
- D. Both houses of Congress.

- 42. A proposed amendment may be ratified by three-fourths of the:
  - A. Senate.
  - B. State legislatures.
  - C. House of Representatives.
  - D. Federal judges.
- 43. According to Article VI, the supreme law of the land is:
  - A. The Constitution and federal laws.
  - B. State constitutions and state laws.
  - C. The constitutions and laws of other nations.
  - D. Treaties with other countries.
- 44. Which of the following must state and federal officeholders do?
  - A. take a religious test
  - B. take an oath to support the Constitution
  - C. pay all their debts
  - D. serve in the military
- 45. How many states had to ratify the Constitution before it could go into effect?
  - A. One state had to ratify.
  - B. A majority, or seven states, had to ratify.
  - C. About two-thirds, or nine states, had to ratify.
  - D. All thirteen states had to ratify.
- 46. If a couple adopts a child in California and moves to Virginia, must Virginia consider the child legally adopted?
  - A. Yes, because states have to give full faith and credit to the acts of other states.
  - B. Yes, because the U.S. Constitution is the supreme law of the land.
  - C. No, because each state makes its own laws.
  - D. No, because there is no mention of adoption in the Constitution.
- 47. According to Article IV, the power to admit new states belongs to:
  - A. Congress.
  - B. The states.
  - C. The President.
  - D. The Supreme Court.

# Answers U.S. Constitution Quiz

- 1. Which of the following rights and freedoms is specifically guaranteed by the first ten amendments?
  - B. freedom of the press
- 2. The Fifth Amendment states that a person cannot be:
  - D. All of the above.
- 3. According to the Fourth Amendment, the police can search and seize a person's property only if:
  - D. A judge issues a warrant.
- 4. A man is arrested. (1) The police hold him for several days before telling him the charge against him. (2) He calls an attorney, who makes plans for the trial. (3) At the trial, various witnesses are called to testify against the man. (4) However, his attorney is not allowed to ask questions of the witnesses. (5) A judge finds him guilty of the crime. Which stages in the above situation seem to be violations of the man's Sixth Amendment rights?
  - C. 1, 4, 5
- 5. Which of the following is not allowed, according to the Eight Amendment?
  - D. cruel and unusual punishments
- 6. Why was the Ninth Amendment added to the Constitution?
  - B. Because the framers wanted to make clear that basic rights were guaranteed even though they were not stated specifically in the Constitution.
- 7. One provision of the First Amendment is:
  - A. Freedom of speech.
- 8. The Tenth Amendment states that:
  - B. Powers not given to the national government or prohibited from the states belong to the states or the people.
- 9. What do the Fifteenth, Nineteenth, and Twenty-Sixth Amendments all have in common?
  - C. They each give voting rights to a group that did not previously have them.

- 10. Which of the following is a key provision of the Fourteenth Amendment?
  - B. It defines citizenship.
- 11. The Fourteenth Amendment guarantees:
  - A. That states will not deny anyone equal protection of the laws.
- 12. A person may be elected to no more than two terms in a row as President, according to which amendment?
  - D. Twenty-Second
- 13. You can infer from the Twenty-Third Amendment that:
  - A. People living in Washington, DC, were not entitled to vote for President before the amendment was passed.
- 14. In 1974, President Richard Nixon resigned from office. Which amendments explains what action had to be taken after that?
  - C. Twenty-Fifth
- 15. What is the correct sequence of the following events?
  - a. passage of the Twenty-First Amendment
  - b. growth of the temperance, or anti-alcohol, movement in the 1850s
  - c. passage of the Eighteenth Amendment
  - d. increase of drinking age in most states in the late 1900s
  - D. b, c, a, d
- 16. Which statement reflects a positive view of the Sixteenth Amendment?
  - A. Taxes are needed to help the government do good for all of us.
- 17. Poll taxes were outlawed by the Twenty-fourth Amendment:
  - A. To prevent discrimination against certain voters.
- 18. The legislative branch is made up of:
  - B. Two houses of Congress.
- 19. How is representation in the House of Representatives determined?
  - C. By the size of the state's population.

- 20. Which of the following is true about the Senate and the House of Representatives? A. The age requirement for the Senate is older than that for the House. 21. Place the following steps of the lawmaking process in the correct order: The President may veto the bill. The bill is introduced in the Senate or House. II. III. The bill is passed in each house. IV. If the President vetoes the bill, the houses may vote to override the veto. C. II, III, I, IV 22. Which of the following is not a power of Congress? D. to appoint judges 23. Which powers do both state governments and the federal government have? A. power to tax 24. Section 8, Clause 18 is sometimes called the "elastic clause," because it allows for actions not specifically named in the Constitution. Which of the following might be an example of such an action? C. buying territory to expand the boundaries of the United States 25. Which power is held only by the House of Representatives? B. power to initiate tax bills 26. Which phase best completes the sentence? If a President is impeached, \_\_\_\_\_. A. The trial takes place in the Senate. 27. While at the Capitol building, where Congress meets, a Representative may: B. Not be arrested for anything said in a speech. 28. The main job of the President is to:
  - C. To choose the president of the Senate.

29. Which of the following is not a power of the President?

B. Carry out the laws.

30.	0. The President can be removed from office for:		
	A. Committing treason.		
31.	Which of the following people could be elected President?		
	C. A 50-year-old woman born in the United States.		
32.	According to the Constitution, how is the President elected?		
	A. By receiving a majority of the electoral votes.		
33.	Which phrase best completes this sentence? The judicial branch		
	C. Consists of federal courts.		
34.	Which phrase best completes this sentence? Article III		
	B. Describes the scope of federal power.		
35.	According to Article III, federal judges hold office:		
	D. For life.		
36.	The Supreme Court has the right to:		
	A. Review decisions of the inferior courts.		
37.	Which of the following is an example of a situation in which a person may be convicted of treason?		
	B. Two people testify that they saw the person giving weapons to an enemy soldier during war.		
38.	According to Article IV, each state must:		
	B. Treat a citizen of another state as it treats its own citizens.		
39.	For which of the following does Article IV provide?		
	A. All of the above.		
40.	Which statement is true about amendments?		

A. They have the same weight as the original articles of the Constitution.

- 41. An amendment may be proposed by a two-thirds vote of:
  - D. Both houses of Congress.
- 42. A proposed amendment may be ratified by three-fourths of the:
  - B. State legislatures.
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  - A. The Constitution and federal laws.
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  - B. Take an oath to support the Constitution.
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  - C. About two-thirds, or nine states, had to ratify.
- 46. If a couple adopts a child in California and moves to Virginia, must Virginia consider the child legally adopted?
  - A. Yes, because states have to give full faith and credit to the acts of other states.
- 47. According to Article IV, the power to admit new states belongs to:
  - A. Congress.

# **Elections and Voting Quiz**

**Note:** This is NOT from the USCIS website, but is a quiz to help your students pass the exam.

In the United States, national elections always take place during which month?

	A.	January July
		November
	C.	November
3.	How often are presidential elections held?	
	Α.	every two years
		every four years
		every six years
4.	How often are elections held for seats in the House of Representatives?	
	Α.	every two years
		every four years
		every six years
5.	How long are the terms served by U.S. senators?	
	Α.	every two years
	В.	• •
		every six years
6.	How many terms can a president serve?	
	A.	as many as he wants
	В.	·
		two terms
7.	Which document gave African Americans the right to vote?	
	A.	the Fifteenth Amendment
	B.	the Emancipation Proclamation
	C.	the Bill of Rights

How old do you have to be to vote?

A. 18B. 21C. 35

- 8. When were women first permitted to vote in national elections in the United States?
  - A. 1776
  - B. 1865
  - C. 1920
- 9. What is another word that means the right to vote?
  - A. ballot
  - B. suffrage
  - C. gerrymander
- 10. What does gerrymandering mean?
  - A. to rearrange voting districts so that they favor a certain political party
  - B. to cheat in an election
  - C. to deny a group of people the right to vote
- 11. At the time the Constitution was written, who was allowed to vote in U.S. elections?
  - A. white male property owners
  - B. all men, regardless or race, creed, or color
  - C. No one was initially given the right to vote.
- 12. Which of the following Presidents won both the greatest number of popular votes and the most electoral college votes in an election?
  - A. Ronald Reagan
  - B. John F. Kennedy
  - C. Woodrow Wilson
- 13. What candidate has run in the most presidential elections?
  - A. Franklin Roosevelt
  - B. Norman Thomas
  - C. Adlai Stevenson
- 14. Which of the following Presidents were elected even though they lost the popular vote?
  - A. John Quincy Adams, Rutherford B. Hayes, Benjamin Harrison, and George W. Bush
  - B. Jimmy Carter and George W. Bush
  - C. none

- 15. Which presidential election was the closest in terms of the popular vote?
  - A. Hubert Humphrey and Richard Nixon
  - B. John F. Kennedy and Richard Nixon
  - C. George W. Bush and Al Gore
- 16. Which presidential candidate was elected, defeated, and then reelected?
  - A. William McKinley
  - B. Herbert Hoover
  - C. Grover Cleveland
- 17. Who was the only President elected four times?
  - A. George Washington
  - B. Franklin Roosevelt
  - C. Andrew Jackson
- 18. Women throughout the United States were given the right to vote in 1920 with the passage of the 19<sup>th</sup> Amendment. But what was the first territory or state to grant women the right to vote?
  - A. California
  - B. Virginia
  - C. Wyoming
- 19. The 15<sup>th</sup> Amendment gave African Americans the right to vote. But which of the following outlawed the discriminatory practices that prevented many African Americans from exercising their right to vote?
  - A. Brown vs. Board of Education
  - B. the Voting Rights Act of 1965
  - C. the Civil Rights Act of 1991
- 20. Which was the first presidential election in which 18-year-olds could vote?
  - A. 1960
  - B. 1968
  - C. 1972
- 21. Only two states allow electors to divide their votes among candidates in presidential elections. What are those two states?
  - A. Massachusetts and California
  - B. New York and Texas
  - C. Maine and Nebraska
  - D. Florida and Iowa

# **Answers Elections and Voting Quiz**

1.	How old do you have to be to vote?
	A. 18
2.	In the United States, national elections always take place during which month?
	C. November
3.	How often are presidential elections held?
	B. every four years
4.	How often are elections held for seats in the House of Representatives?
	A. every two years
5.	How long are the terms served by U.S. senators?
	C. six years
6.	How many terms can a president serve?
	C. two terms
7.	What document gave African Americans the right to vote?
	A. the Fifteenth Amendment
8.	When were women first permitted to vote in national elections in the United States
	C. 1920
9.	What is another word that means the right to vote?
	B. suffrage
10.	What does gerrymandering mean?
	A. To rearrange voting districts so that they favor a certain political party

11. At the time the Constitution was written, who was allowed to vote in U.S. elections?

A. white male property owners

- 12. Which of the following Presidents won both the greatest number of popular votes and the most electoral college votes in an election?
  - A. Ronald Reagan
- 13. What candidate has run in the most presidential elections?
  - B. Norman Thomas
- 14. Which of the following Presidents were elected even though they lost the popular vote?
  - A. John Quincy Adams, Rutherford B. Hayes, Benjamin Harrison, and George W. Bush
- 15. Which presidential election was the closest in terms of the popular vote?
  - B. John F. Kennedy and Richard Nixon
- 16. Which presidential candidate was elected, defeated, and then reelected?
  - C. Grover Cleveland
- 17. Who was the only president elected four times?
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- 18. Women throughout the United States were given the right to vote in 1920 with the passage of the 19<sup>th</sup> Amendment. But what was the first territory or state to grant women the right to vote?
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- 20. Which was the first presidential election in which 18-year-olds could vote?
  - C. 1972
- 21. Only two states allow electors to divide their votes among candidates in presidential elections. What are those two states?
  - B. Maine and Nebraska

## **U.S. Flag Quiz**

- 1. The first official U.S. flag had:
  - A. Thirteen stars and thirteen stripes.
  - B. Thirteen stripes and the words "Don't Tread on Me."
  - C. A British Union Jack in the upper left-hand corner.
- 2. Who designed the first official U.S. flag?
  - A. Betsy Ross
  - B. Benjamin Franklin
  - C. Francis Hopkinson
- 3. The colors of the 13 red and white stripes symbolize:
  - A. courage and purity
  - B. English and liberty
  - C. It is not known what the colors symbolize.
- 4. The Continental Congress approved the design of the first official U.S. flag on:
  - A. July 4, 1776.
  - B. June 14, 1777.
  - C. May 29, 1790.
- 5. Francis Scott Key wrote the words to "The Star-Spangled Banner" after witnessing which of the following?
  - A. the burning of Washington, DC
  - B. the bombardment of Fort McHenry
  - C. the inauguration of President Lincoln
- 6. Who made the flag that inspired Francis Scott Key to write "The Star-Spangled Banner"?
  - A. Marry Pickersgill
  - B. John Stafford
  - C. Betsy Ross
- 7. The flag has 13 stripes. How many of them are red?
  - A. five
  - B. six
  - C. seven

- 8. Nicknames of the U.S. flag include:
  - A. "Old Glory" and "the Union Colors."
  - B. "Old Glory" and "the Stars and Stripes."
  - C. "the Stars and Bars" and the "Tricolor Flag."
- 9. According to the U.S. Flag Code, the U.S. flag should never be:
  - A. Raised quickly.
  - B. Flown at night.
  - C. Used as clothing.
- 10. The last new star was added to the flag in which year? (It was the year after Hawaii became the  $50^{th}$  state.)
  - A. 1940
  - B. 1950
  - C. 1960

# Answers U.S. Flag Quiz

- 1. The first official U.S. flag had:
  - A. Thirteen stars and thirteen stripes.
- 2. Who designed the first official U.S. flag?
  - C. Francis Hopkinson
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  - C. 1960

## U.S. Monuments and Landmarks Quiz

- 1. The heads of which Presidents are carved into Mount Rushmore?
  - A. Washington, Madison, Theodore Roosevelt, Kennedy
  - B. Washington, Lincoln, Nixon, Reagan
  - C. Adams, Taft, Eisenhower, Carter
  - D. Washington, Jefferson, Theodore Roosevelt, Lincoln
- 2. Which famous speech by President Abraham Lincoln is carved into the wall of the Lincoln Memorial?
  - A. the Emancipation Proclamation
  - B. the Gettysburg Address
  - C. the Second Inaugural Address
  - D. the First Inaugural Address
- 3. The 555-foot-tall Washington Monument is an example of which of the following types of structures?
  - A. an obelisk
  - B. a pyramid
  - C. a geodesic dome
  - D. a pentagon
- 4. New York City's Empire State Building, which was completedin1931, was the world's tallest building until 1972. What building moved the Empire State Building to No. 2 on the list?
  - A. the Chrysler Building
  - B. Taipei 101
  - C. the Sears Tower
  - D. the first tower of the World Trade Center
- 5. The female figure represented by the Statue of Liberty is holding what in her left hand?
  - A. a tablet
  - B. a torch
  - C. a baby
  - D. a scale

- 6. What type of bridge is San Francisco's Golden Gate Bridge?
  - A. arch
  - B. suspension
  - C. beam
  - D. truss
- 7. What is the National Mall?
  - A. the official shopping center of the United States
  - B. the largest mall in the country
  - C. a large stretch of lawn in Washington, DC
  - D. a pond near the Potomac River
- 8. Where was the Liberty Bell cast (formed into its shape)?
  - A. Boston
  - B. France
  - C. Philadelphia
  - D. England
- 9. What is the address of the White House?
  - A. 1600 Pennsylvania Avenue
  - B. 1600 Avenue of the Americas
  - C. 1500 Pennsylvania Avenue
  - D. 1500 Capitol Drive
- 10. Where is the Space Needle located?
  - A. New York City
  - B. Chicago
  - C. Seattle
  - D. Los Angeles

#### **Answers**

#### U.S. Monuments and Landmarks Quiz

- 1. The heads of which Presidents are carved into Mount Rushmore?
  - D. Washington, Jefferson, Theodore Roosevelt, Lincoln
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- 3. The 555-foot-tall Washington Monument is an example of which of the following types of structures?
  - A. an obelisk
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  - C. Seattle

#### **Civil Rights Heroes Quiz**

- 1. Which group of students was famous for challenging school segregation in the deep South?
  - A. the "Little Rock Nine"
  - B. the Southern Christian Leadership Conference (SCLC)
  - C. the Black Panthers
- 2. Who is the person responsible for launching the Birmingham bus boycott, one of the pivotal events of the civil rights movement?
  - A. Stokely Carmichael
  - B. Rosa Parks
  - C. Shirley Chisholm
- 3. Who was the lawyer who won the Supreme Court case *Brown vs. Board of Education of Topeka* (1954), which made segregation in public schools illegal?
  - A. Roy Wilkins
  - B. Ralph Abernathy
  - C. Thurgood Marshall
- 4. Woolworth's department stores in the South used to refuse to serve African Americans at their lunch counters. What was the name of the group of students that held the first sit-ins at Woolworth's to protest the store's segregationist policies?
  - A. the Greensboro Four
  - B. the Scottsboro Boys
  - C. the Little Rock Nine
- 5. Who was the first black student to enroll at the University of Mississippi?
  - A. James Meredith
  - B. Jesse Jackson
  - C. W.E.B. DuBois
- 6. Who was the 14-year-old black boy who was brutally murdered by white racists in Mississippi for whistling at a white woman?
  - A. Emmett Till
  - B. Crispus Attucks
  - C. Dred Scott

- 7. Who became the first African American player to be hired in violation of Major League Baseball's unwritten rule against hiring blacks?
  - A. Satchel Paige
  - B. Jackie Robinson
  - C. Willie Mays
- 8. Who were the "Freedom Riders"?
  - A. student groups who rode on buses throughout the South in order to integrate interstate transportation.
  - B. civil rights marchers
  - C. members of the KKK who attack civil rights activists
- 9. Who were the three young civil rights workers who were murdered in Mississippi while working to register black voters?
  - A. James E. Chaney, Andrew Goodman, and Michael Schwerner
  - B. the Scottsboro Boys
  - C. Edgar Ray Killen, James Earl Ray, and Bryon De La Beckwith
- 10. The day before he was assassinated, what work was Martin Luther King engaged in?
  - A. He was in Montgomery supporting a bus boycott.
  - B. He was in Memphis supporting black garbage collectors who were on strike.
  - C. He attended the March on Washington.

#### Answers Civil Rights Heroes

- 1. Which group of students was famous for challenging school segregation in the deep South?
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#### **Immigration and Multiculturalism Quiz**

- 1. What island was nicknamed "Ellis Island of the West" because it was a major immigrant processing station in the early part of the twentieth century?
  - A. Goat Island
  - B. Angel Island
  - C. Alcatraz Island
- 2. Who were the Pensionados?
  - A. Japanese American veterans from World War II who lobbied congress for pension plans
  - B. Fillipino students who came to the U.S. to study medicine, agriculture, and other fields from 1903 to 1910
  - C. Asian American students who started the Yellow Power movement in the 1970s.
- 3. What is a "picture bride"?
  - A. an Asian woman who agrees to an arranged marriage through the exchange of photographs
  - B. a traditional ceremony in which a bride is prepared for her wedding day
  - C. any woman of Asian descent who married interracially
- 4. Why did many Laotians immigrate to the U.S. after 1975?
  - A. The Khmer Rouge established state-sponsored extermination of Laotian citizens.
  - B. The Cultural Revolution threatened Laotian teachers and intellectuals.
  - C. The Pathet Lao, a Communist Independent movement, came into power, and Laotians feared retaliation.
- 5. What was the purpose of the Chinese Exclusion Act of 1882?
  - A. To increase taxation of the wages of Chinese laborers.
  - B. To prohibit the immigration of Chinese laborers to the U.S.
  - C. To establish greater trade controls with China.
- 6. When did Chinese workers begin to build the Transcontinental Railroad?
  - A. 1865
  - B. 1900
  - C. 1915

- 7. What is the name of the Asian American cultural movement of the 1960s that advocated self-acceptance and fought racism and ethnic prejudice?
  - A. the Brown Power Movement
  - B. the Yellow Power Movement
  - C. the People's Power Movement
- 8. In 1976, which of the following literary works incorporated Asian American history, myth, and memories of the author's family?
  - A. *The Good Mother* by Pearl S. Buck
  - B. Woman Warrior by Maxine Hong Kingston
  - C. The Joy Luck Club by Amy Tan
- 9. Which of the following groups helped to spur passage of the 1991 Civil Rights Act?
  - A. Chinese Americans who felt discriminated against in San Francisco's Chinatown
  - B. Cambodian immigrants who had resettled in New England
  - C. Filipino American workers in the Alaskan salmon canneries
- 10. What was the major reason for boycotts of *Miss Saigon* on Broadway in 1991?
  - A. racial stereotypes of the musical's main characters
  - B. the casting of Caucasians in major Asian roles
  - C. the use of laborers in Asian countries to build the show's huge sets

## Answers Immigration and Multiculturalism Quiz

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  - B. Angel Island
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#### **Great American Highways Quiz**

- 1. Why is Route 66 so called?
  - A. Double-digit routes are all in the North.
  - B. Even-numbered routes run from East to West.
  - C. The route numbers are arbitrary.
- 2. What is the longest Interstate route?
  - A. I-10: Los Angeles, California to Jacksonville, Florida
  - B. I-80: San Francisco, California to Teaneck, New Jersey
  - C. I-90: Seattle, Washington to Boston, Massachusetts
- 3. What is the shortest Interstate route?
  - A. I-19: Nogales to Tucson, Arizona
  - B. I-97: Annapolis to Baltimore, Maryland
  - C. I-99: Bedford to Bald Eagle, Pennsylvania
- 4. How many rest areas are part of the Interstate system?
  - A. about 1,200
  - B. about 3,000
  - C. about 4,500
- 5. What is the longest north-south Interstate route?
  - A. I-15: San Diego, California to Sweetgrass, Montana
  - B. I-55: New Orleans, Louisiana to Chicago, Illinois
  - C. I-95: Miami, Florida to Houlton, Maine
- 6. What state has the most Interstate mileage (*not* routes)?
  - A. Ohio
  - B. California
  - C. Texas
- 7. What state has the most Interstate routes (*not* miles)?
  - A. New York
  - B. California
  - C. Illinois

- 8. Which President was instrumental in passing legislation to establish the Interstates?
  - A. Herbert Hoover
  - B. Dwight D. Eisenhower
  - C. John F. Kennedy
- 9. What state capital is not directly on an Interstate route?
  - A. Jefferson City, Missouri
  - B. Bismarck, North Dakota
  - C. Honolulu, Hawaii
- 10. What is the oldest segment of the National Interstate System?
  - A. the Pacific Coast Highway in California
  - B. Grand Central Parkway in Queens, New York
  - C. the Pennsylvania Turnpike

### Answers Great American Highways Quiz

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  - C. Texas
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  - B. Grand Central Parkway in Queens, New York

Places in the News, 2005 Quiz

Note: This is NOT from the USCIS website, but is a quiz to help your students pass the exam.

1.		In January 2005, Secretary of State Condoleezza Rice identified six countries as "outposts of tyranny." Which of the following was NOT one of them?					
	A.	Cuba					
	B. C.	Iran Sudan					
2.	Whi	ich central Asian country underwent a coup in March/April 2005?					
	B.	Kyrgyzstan Myanmar Uzbekistan					
3.	Whi	ich region suffered the most destruction from the Southeastern Asian tsunami?					
	B.	Aceh, Indonesia Phukey, Thailand Gujarat, India					
4.	Unt	il April 2005, which country had had foreign troops occupying it for the past 29 years?					
	B.	Lebanon Sudan Jordan					
5.	Whi	ich Himalayan country has been plagued with a civil war provoked by Maoist rebels?					
	B.	Nepal Bhutan Pakistan					
6.	In A	August 2005, Israel withdrew from which of the following territories?					
		Golan Heights West Bank Gaza Strip					

- 7. Which of these countries was elected in April 2005 to the UN Human Rights Commission—much to the outrage of many countries and rights groups, given this country's own egregious human rights record?
  - A. North Korea
  - B. Sudan
  - C. Zimbabwe
- 8. Bus service between which two politically divided places began in April 2005?
  - A. North and South Korea
  - B. Indian Kashmir and Pakistani Kashmir
  - C. Turkish Cyprus and Greek Cyprus
- 9. The prince of which monarchy recently succeeded his father on the throne?
  - A. The Netherlands
  - B. Brunei
  - C. Monaco
- 10. Which country allowed its people to vote for the first time in 2005?
  - A. Saudi Arabia
  - B. Pakistan
  - C. Nigeria

#### Answers Places in the News, 2005 Quiz

- 1. In January 2005, Secretary of State Condoleezza Rice identified six countries as "outposts of tyranny." Which of the following was NOT one of them?
  - C. Sudan
- 2. Which central Asian country underwent a coup in March/April 2005?
  - A. Kyrgyzstan
- 3. Which region suffered the most destruction from the Southeastern Asian tsunami?
  - A. Aceh, Indonesia
- 4. Until April 2005, which country had had foreign troops occupying it for the past 29 years?
  - A. Lebanon
- 5. Which Himalayan country has been plagued with a civil war provoked by Maoist rebels?
  - A. Nepal
- 6. In August 2005, Israel withdrew from which of the following territories?
  - C. Gaza Strip
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  - C. Monaco
- 10. Which country allowed its people to vote for the first time in 2005?
  - A. Saudi Arabia

#### Places in the News, 2006 Quiz

- 1. In February 2006, controversy erupted over a foreign shipping company, Dubai Ports World, taking over the control of several American ports. What **is** Dubai?
  - A. a country in the Middle East
  - B. one of the emirates making up the United Arab Emirates
  - C. a city in Kuwait formerly called the Sultanate of Muscat
- 2. Angry demonstrations took place throughout the Muslim world over political cartoons that depicted the prophet Muhammed in a negative light. In what country did these cartoons originate?
  - A. Norway
  - B. France
  - C. Denmark
- 3. What is the world's newest country?
  - A. Macedonia
  - B. Montenegro
  - C. East Timor
- 4. In 2006, which country's illegal opium harvest reached record levels, representing 92 percent of the world's opium supply?
  - A. Colombia
  - B. Afghanistan
  - C. Turkey
- 5. What mountain range was used for the 2006 Winter Olympics in Turin?
  - A. the Alps
  - B. the Pyrenees
  - C. the Urals
- 6. In March 2006, former Liberian president Charles Taylor was turned over to a United Nations-backed court to face charges of crimes against humanity for fomenting civil war in which neighboring country?
  - A. Congo
  - B. Sierra Leone
  - C. Nigeria

- 7. Which country faces what the U. N. called the world's worst humanitarian crisis?
  - A. the Darfur region of Sudan
  - B. Helmand Province, Afghanistan
  - C. Waziristan, Pakistan
- 8. In April 2006, enormous protests forced the king of which country to give up absolute power?
  - A. Brunei
  - B. Nepal
  - C. Kuwait
- 9. Former coca grower and Indian activist Evo Morales became president of which South American country in 2006?
  - A. Brazil
  - B. Colombia
  - C. Bolivia
- 10. Which country had a massive earthquake in May 2006 that killed nearly 6,000 people?
  - A. Indonesia
  - B. Iran
  - C. Pakistan

#### Answers Places in the News, 2006 Quiz

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A. Indonesia

#### **Geographical Stereotypes Quiz**

- 1. Judging by milk output, which of these states could claim the title of "the dairy state"?
  - A. Kansas
  - B. California
  - C. Wisconsin
- 2. Hold onto your hats! This state claims the real windy city.
  - A. Massachusetts
  - B. Illinois
  - C. Florida
- 3. After Texas, which three states are the leading producers of cotton?
  - A. Georgia, Arkansas, and Alabama
  - B. Georgia, California, and Mississippi
  - C. Louisiana, Arizona, and New York
- 4. Which of the following is the official Mountain State?
  - A. Alaska
  - B. Colorado
  - C. West Virginia
- 5. Which geographic area receives the most average annual rainfall?
  - A. Mt. Washington, New Hampshire
  - B. Juneau, Alaska
  - C. Seattle, Washington
- 6. According to the FBI's 1998 crime index, which of the following cities was the "Murder Capital of America"?
  - A. Washington, D.C.
  - B. Chicago
  - C. New York City
- 7. Which area of the U.S. is home to the largest concentration of Internet companies?
  - A. Silicon Valley, California
  - B. Greater Washington, D.C.
  - C. Route 128, Boston

- 8. Any good "Cornhusker" knows that this state leads the country in corn production.
  - A. Illinois
  - B. Nebraska
  - C. Iowa
- 9. Which state produces the most U.S. spuds?
  - A. Washington
  - B. Maine
  - C. Idaho
- 10. What state has the highest average elevation?
  - A. Alaska
  - B. Colorado
  - C. New Mexico

## **Answers Geographical Stereotypes Quiz**

- 1. Judging by milk output, which of these states can claim the title of "the dairy state"?
  - B. California
- 2. Hold onto your hats! This state claims the real windy city.
  - A. Massachusetts
- 3. After Texas, which three states are the leading producers of cotton?
  - B. Georgia, California, and Mississippi
- 4. Which is the official Mountain State?
  - C. West Virginia
- 5. Which geographic area receives the most average annual rainfall?
  - A. Mt. Washington, New Hampshire
- 6. According to the FBI's 1998 crime index, which of the following cities was the "Murder Capital of America"?
  - B. Chicago
- 7. Which area of the U.S. is home to the largest concentration of Internet companies?
  - B. Greater Washington, D.C.
- 8. Any good "Cornhusker" knows that this state leads the country in corn production.
  - C. Iowa
- 9. Which state produces the most U.S. spuds?
  - C. Idaho
- 10. What state has the highest average elevation?
  - B. Colorado

Match the Famous People in History Quiz

Note: This is NOT from the USCIS website, but is a quiz to help your students pass the exam.

Marco Polo	Mark Twain	Amelia Earhart					
Charles A. Lindbergh	Wolfgang A. Mozart	Patrick Henry					
Benjamin Franklin	Emily Dickinson	Aaron Burr					
Albert Schweitzer	Sir Isaac Newton	Will Rogers					
Carl Sandburg	Adm. Robert E. Peary	Sam Houston					
Thomas Jefferson	Helen Keller	Genghis Khan					
Aristotle	Oliver Wendell Holmes	Confucius					
Joan of Arc	Herbert Hoover	Henry Ford					
Simon Bolivar	Albert Einstein	Edith Cavell					
Eleanor Roosevelt	St. Francis of Assisi	Hannibal					
Daniel Boone	Franklin D. Roosevelt	Plato					
Julius Caesar	William Shakespeare	Thomas Edison					
Florence Nightingale	Miguel de Cervantes	Socrates					
John Quincy Adams	Hans Christian Andersen	Cleopatra					
1. Italian adventurer – vis	ited China						
2. Great composer – born	in Austria						
3. Said "Give me liberty of	Said "Give me liberty or give me death."						
4. Invented the assembly	line to make his cars inexpensive						
5. 31 <sup>st</sup> President – stock n	narket crash – Great Depression						
6. Writer/physician – wro	Writer/physician – wrote "Old Ironsides"						

- 7. Founder of Franciscan Order born in Assisi, Italy
- 8. Father of the Declaration of Independence
- 9. Wrote a six-volume biography of President Lincoln
- 10. Philosopher and teacher executed by Athenians
- 11. Cowboy/philosopher/humorist/rope twirler
- 12. Explored Kentucky great American pioneer died in Missouri
- 13. Queen of Egypt had children by Julius Caesar
- 14. Founded first university real name Aristocles philosopher student of Socrates
- 15. First woman to fly solo cross the Atlantic Ocean
- 16. Woman married to 32<sup>nd</sup> President active in history
- 17. Sixth President of U.S., when the Erie Canal opened
- 18. Doctor/missionary in Africa won Nobel Peace Prize
- 19. Spirit of St. Louis was his airplane flew first solo trans-Atlantic flight
- 20. Killed Alexander Hamilton tried for treason
- 21. Discovered electricity while flying a kite wrote *Poor Richard's Almanack*
- 22. Served with Andrew Jackson in War of 1812 Texas general statesman and governor
- 23. Great inventor of Menlo Park
- 24. Deaf-mute blind, but successful female
- 25. Scientist discovered law of gravity
- 26. 32<sup>nd</sup> U.S. President married his cousin had polio
- 27. Brilliant general of ancient Carthage
- 28. Founder of nursing profession
- 29. Most important American woman poet

- 30. Burned at the stake as a witch deeply religious shepherdess saved France
- 31. Spanish writer wrote *Don Quixote*
- 32. Discovered North Pole American arctic explorer
- 33. Born in England at Stratford-on-Avon greatest English playwright, wrote *Hamlet*
- 34. Founder of the Mongol Empire united nomadic tribes of northeastern Asia
- 35. Danish author most famous for his fairy tales
- 36. German theoretical physicist known for his theory of relativity
- 37. One of the most influential men in world history made the Roman Republic a Roman Empire
- 38. A British World War I nurse and humanitarian best known for helping Allied soldiers escape from German-occupied Belgium
- 39. Born in Greece student of Plato taught Alexander the Great
- 40. Contributed decisively to the independence of present-day Bolivia, Colombia, Ecuador, Panama, Peru and Venezuela
- 41. Chinese thinker and philosopher influenced thoughts and lives of Chinese, Korean, Japanese, and Vietnamese people
- 42. American-born Samuel Clemens, writer/humorist, satirist, lecturer best known for *Huckleberry Finn*

# **ANSWERS Match the Famous People in History Quiz**

_1_	Marco Polo	_42_	Mark Twain	_15_	Amelia Earhart
_19_	Charles A. Lindbergh	_2_	Wolfgang A. Mozart	_3_	Patrick Henry
_21_	Benjamin Franklin	_29_	Emily Dickinson	_20_	Aaron Burr
_18_	Albert Schweitzer	_25_	Sir Isaac Newton	_11_	Will Rogers
_9_	Carl Sandburg	_32_	Adm. Robert E. Peary	_22_	Sam Houston
_8_	Thomas Jefferson	_24_	Helen Keller	_34_	Genghis Khan
_39_	Aristotle	_6_	Oliver Wendell Holmes	_41_	Confucius
_30_	Joan of Arc	_5_	Herbert Hoover	_4_	Henry Ford
_40_	Simon Bolivar	_36_	Albert Einstein	_38_	Edith Cavell
_16_	Eleanor Roosevelt	_7_	St. Francis of Assisi	_27_	Hannibal
_12_	Daniel Boone	_26_	Franklin D. Roosevelt	_14_	Plato
_37_	Julius Caesar	_33_	William Shakespeare	_23_	Thomas Edison
_28_	Florence Nightingale	_31_	Miguel de Cervantes	_10_	Socrates
_17_	John Quincy Adams	_35_	Hans Christian Andersen	_13_	Cleopatra

- 1. Italian adventurer visited China MARCO POLO
- 2. Great composer born in Austria WOLFGANG A. MOZART
- 3. Said "Give me liberty or give me death." PATRICK HENRY
- 4. Invented the assembly line to make his cars inexpensive HENRY FORD
- 5. 31<sup>st</sup> President stock market crash Great Depression HERBERT HOOVER
- 6. Writer/physician wrote "Old Ironsides" OLIVER WENDELL HOLMES

- 7. Founder of Franciscan Order born Assisi, Italy ST. FRANCIS OF ASSISI
- 8. Father of the Declaration of Independence THOMAS JEFFERSON
- 9. Wrote a six-volume biography of President Lincoln CARL SANDBURG
- 10. Philosopher and teacher executed by Athenians SOCRATES
- 11. Cowboy/philosopher/humorist/rope twirler WILL ROGERS
- 12. Explored Kentucky great American pioneer died in Missouri DANIEL BOONE
- 13. Queen of Egypt had children by Julius Caesar CLEOPATRA
- 14. Founded first university real name Aristocles philosopher/student of Socrates–PLATO
- 15. First woman to fly solo cross the Atlantic Ocean AMELIA EARHART
- 16. Woman married to 32<sup>nd</sup> President active in history ELEANOR ROOSEVELT
- 17. Sixth President of U.S., when the Erie Canal opened JOHN QUINCY ADAMS
- 18. Doctor/missionary in Africa won Nobel Peace Prize ALBERT SCHWEITZER
- 19. *Spirit of St. Louis* was his airplane flew first solo trans-Atlantic flight CHARLES A. LINDBERGH
- 20. Killed Alexander Hamilton tried for treason AARON BURR
- 21. Discovered electricity while flying kite wrote *Poor Richard's Almanack* BENJAMIN FRANKLIN
- 22. Served with Andrew Jackson in War of 1812 Texas general/statesman and governor SAM HOUSTON
- 23. Great inventor of Menlo Park THOMAS EDISON
- 24. Deaf-mute blind, but successful female HELEN KELLER
- 25. Scientist discovered law of gravity SIR ISAAC NEWTON
- 26. 32<sup>nd</sup> U.S. President married his cousin had polio FRANKLIN D. ROOSEVELT
- 27. Brilliant general of ancient Carthage HANNIBAL
- 28. Founder of nursing profession FLORENCE NIGHTINGALE

- 29. Most important American woman poet EMILY DICKINSON
- 30. Burned at the stake as a witch deeply religious shepherdess saved France JOAN OF ARC
- 31. Spanish writer wrote *Don Quixote* MIGUEL DE CERVANTES
- 32. Discovered North Pole American arctic explorer ADMIRAL ROBERT E. PEARY
- 33. Born in England at Stratford-on-Avon greatest English play write wrote *Hamlet* WILLIAM SHAKESPEARE
- 34. Founder of the Mongol Empire united nomadic tribes of northeastern Asia GENGHIS KHAN
- 35. Danish author most famous for his fairy tales HANS CHRISTIAN ANDERSEN
- 36. German theoretical physicist know for his theory of relativity ALBERT EINSTEIN
- 37. One of the most influential men in world history made the Roman Republic a Roman Empire JULIUS CAESAR
- 38. A British World War I nurse and humanitarian best known for helping Allied soldiers escape from German-occupied Belgium EDITH CAVELL
- 39. Born in Greece student of Plato taught Alexander the Great ARISTOTLE
- 40. Contributed decisively to the independence of present-day Bolivia, Colombia, Ecuador, Panama, Peru and Venezuela SIMON BOLIVAR
- 41. Chinese thinker and philosopher influenced thoughts and lives of Chinese, Korean, Japanese, and Vietnamese people CONFUCIUS
- 42. American-born Samuel Clemens, writer/humorist, satirist, lecturer best known for *Huckleberry Finn* MARK TWAIN

#### **Matching American History Quiz**

**Note:** This is NOT from the USCIS website, but is a quiz to help your students pass the exam.

Stamp ActAllied Powers (WWI)

Allied Powers (WWII) Articles of Confederation

Emancipation Proclamation Taft-Hartley Act

League of Nations Medicare Act

United Nations Progressive Movement

World War II Civil Rights Act of 1964

Federalists Great Depression

Marshall Plan New Deal

Pearl Harbor American Revolution

Civil Rights Act of 1866 15<sup>th</sup> Amendment

Shays' Rebellion Brown vs. the Board of Education

World War I Three-Fifths Compromise

Anti-Federalist Declaration of Independence

Truman Doctrine Jim Crow laws

Mayflower Compact Monroe Doctrine

Peace Corps Armistice

Carpetbagger Constitution

14<sup>th</sup> Amendment Industrial Revolution

Treaty of Paris (1783) 19<sup>th</sup> Amendment

Reconstruction Boston Tea Party

Cold War NATO

Spanish-American War 13<sup>th</sup> Amendment

1.	Guarantees that states may not interfere with U.S. citizens privileges; gave blacks citizenship and forbade states from passing discriminatory laws
2.	A historic United States political party that was formed to oppose the ratification of the Constitution
3.	The plan that helped war-torn Europe to rebuild its economies after the destruction of World War II
4.	The first United States constitution (1781-89); established a Confederation of Sovereign States. Under the Articles, the Congress had very little power
5.	An early United States political party that supported the Constitution and a strong central government.
6.	President Franklin Roosevelt's plan to pull the nation out of the depths of an economic crisis
7.	The time during the nineteenth century when machines replaced much of the hand labor
8.	Discriminatory laws created to separate blacks and whites
9.	The period of rebuilding the cities, schools, farms, and railroads in the southern states after the Civil War
10.	Guaranteed suffrage for women
11.	A key document in American history, stating that the English settlers would form a government and would obey any laws or regulations that would be established by that government at a later time
12.	Abolished slavery in the United States
13.	A doctrine issued in 1947 that states that the United States would help any government that requested support against communist influence.
14.	A foreign policy statement issued by President James Monroe in 1823 that warned European countries that further interference by those countries in United States affairs would no longer be tolerated.
15.	Plan of government
16.	A hostility in which no actual fighting between countries takes place
17.	Guarantees the right to vote regardless of race, color or previous condition of servitude

18.	Suspension of war by agreement between two sides; a truce
19.	Document adopted by the Second Continental Congress in 1776 that declared American independence from Great Britain and listed the reasons for this action
20.	One of Woodrow Wilson's Fourteen Points. An international organization established in 1920 to seek world peace
21.	Period in early 1900's marked by social reforms and a general feeling of hope and optimism
22.	Economic crisis from 1929 to 1940
23.	Port in the Hawaiian Islands where the American Pacific Fleet was destroyed in the Japanese Attack in 1941, causing the U.S. to enter World War II
24.	Uprising in 1787 in Massachusetts protesting high state taxes
25.	Northerner who went south after the Civil War to profit financially from confused and unsettled conditions
26.	Protest in 1773 against British tax on tea, during which colonists dumped three shiploads of tea into Boston Harbor
27.	War between Spain and the United States over Cuban independence
28.	International organizations of nations formed in 1945 to promote world peace; replaced the League of Nations
29.	Agreement made by the writers of the Constitution include three-fifths of slaves in counting a state's population
30.	British law passed in 1765 that placed a tax on printed matter in the colonies
31.	Prohibited discrimination because of race, color, religion, and national origin. Gave all citizens the right to enter libraries, parks, washrooms, restaurants, and theaters. It forbade discrimination in schools and prohibited discrimination because of sex
32.	Gave health insurance to people 65 years old and over
33.	Program designed by President Kennedy in which volunteers help Third World countries
34.	Countries that fought together were Serbia, Russia, France, Britain, U.S., and Italy
35.	Countries that fought together were Britain, U.S. and Russia

36.	the closed shop, which had forbidden the hiring of non-union workers.
37.	This law made blacks citizens of the United States
38.	Decision in which the Supreme Court declared school segregation unconstitutional.
39.	The war between Britain and the colonies to gain U.S. independence
40.	Founded in 1949 as an alliance between United States, Canada, and ten western European countries. Also known as the North Atlantic Treaty Organization
41.	War in which Hungary, Austria, and Germany fought against the Allied Powers
42.	British recognition of the independence of the United States; the restoration of the rights and property of the Loyalists; an end to hostilities and the withdrawal of all British land and sea forces. The American Revolution was finally over
43.	President Lincoln's order of 1862 freeing the slaves in those states still in rebellion against the Union as of January 1, 1863
44.	War in which Germany, Italy, and Japan fought against the Allied Powers

### **ANSWERS**

### **Matching American History**

Stamp Act	30	Allied Powers (WWI)	34
Allied Powers (WWII)	35	Articles of Confederation	4
Emancipation Proclamation	43	Taft-Hartley Act	36
League of Nations	20	Medicare Act	32
United Nations	28	Progressive Movement	21
World War II	44	Civil Rights Act of 1964	31
Federalists	5	Great Depression	22
Marshall Plan	3	New Deal	6
Pearl Harbor	23	American Revolution	39
Civil Rights Act of 1866	1	15 <sup>th</sup> Amendment	17
Shays' Rebellion	24	Brown vs. the Board of Education	38
World War I	41	Three-Fifths Compromise	29
Anti-Federalist	2	Declaration of Independence	19
Truman Doctrine	13	Jim Crow laws	8
Mayflower Compact	11	Monroe Doctrine	14
Peace Corps	33	Armistice	18
Carpetbagger	25	Constitution	15
14 <sup>th</sup> Amendment	37	Industrial Revolution	7
Treaty of Paris (1783)	42	19 <sup>th</sup> Amendment	10
Reconstruction	9	Boston Tea Party	26
Cold War	16	NATO	40
Spanish-American War	27	13 <sup>th</sup> Amendment	12
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1. Guarantees that states may not interfere with U.S. citizens privileges; gave blacks citizenship and forbade states from passing discriminatory laws.

**CIVIL RIGHTS ACT OF 1866** 

2. A historic United States political party that was formed to oppose the ratification of the Constitution.

#### **ANTI-FEDERALISTS**

3. The plan that helped war-torn Europe to rebuild its economies after the destruction of World War II.

MARSHALL PLAN

4. The first United States Constitution (1781-89); established a Confederation of Sovereign States. Under the Articles, the Congress had very little power.

ARTICLES OF CONFEDERATION

5. An early United States political party that supported the Constitution and a strong central government.

**FEDERALISTS** 

6. President Franklin Roosevelt's plan to pull the nation out of the depths of an economic crisis.

**NEW DEAL** 

- 7. The time during the nineteenth century when machines replaced much of the hand labor. INDUSTRIAL REVOLUTION
- 8. Discriminatory laws created to separate blacks and whites.

JIM CROW LAWS

9. The period of rebuilding the cities, schools, farms, and railroads in the southern states after the Civil War.

RECONSTRUCTION

Guaranteed suffrage for women. 19<sup>TH</sup> AMENDMENT 10.

11. A key document in American history, stating that the English settlers would form a government and would obey any laws or regulations that would be established by that government at a later time.

MAYFLOWER COMPACT

Abolished slavery in the United States. 12.

13<sup>TH</sup> AMENDMENT

13. A doctrine issued in 1947 that states that the United States would help any government that requested support against communist influence.

TRUMAN DOCTRINE

14. A foreign policy statement issued by President James Monroe in 1823 that warned European countries that further interference by those countries in United States affairs would no longer be tolerated.

MONROE DOCTRINE

15. Plan of government.

**CONSTITUTION** 

16. A hostility in which no actual fighting between countries takes place.

**COLD WAR** 

- 17. Guarantees the right to vote regardless of race, color or previous condition of servitude.

  15<sup>TH</sup> AMENDMENT
- 18. Suspension of war by agreement between two sides; a truce.

ARMISTICE

19. Document adopted by the Second Continental Congress in 1776 that declared American independence from Great Britain and listed the reasons for this action.

DECLARATION OF INDEPENDENCE

20. One of Woodrow Wilson's Fourteen Points. An international organization established in 1920 to seek world peace.

LEAGUE OF NATIONS

21. Period in early 1900's marked by social reforms and a general feeling of hope and optimism.

PROGRESSIVE MOVEMENT

22. Economic crisis from 1929 to 1940.

**GREAT DEPRESSION** 

23. Port in the Hawaiian Islands where the American Pacific Fleet was destroyed in the Japanese Attack in 1941, causing the U.S. to enter World War II.

PEARL HARBOR

24. Uprising in 1787 in Massachusetts protesting high state taxes.

SHAY'S REBELLION

25. Northerner who went south after the Civil War to profit financially from confused and unsettled conditions.

CARPETBAGGER

26. Protest in 1773 against British tax on tea, during which colonists dumped three shiploads of tea into Boston Harbor.

**BOSTON TEA PARTY** 

27. War between Spain and the United States over Cuban independence.

SPANISH-AMERICAN WAR

28. International organizations of nations formed in 1945 to promote world peace; replaced the League of Nations.

**UNITED NATIONS** 

29. Agreement made by the writers of the Constitution in include three-fifths of slaves in counting a state's population.

THREE-FIFTHS COMPROMISE

- 30. British law passed in 1765 that placed a tax on printed matter in the colonies. STAMP ACT
- 31. Prohibited discrimination because of race, color, religion, and national origin. Gave all citizens the right to enter libraries, parks, washrooms, restaurants, and theaters. It forbade discrimination in schools and prohibited discrimination because of sex.

**CIVIL RIGHTS ACT OF 1964** 

32. Gave health insurance to people 65 years old and over.

MEDICARE ACT

- 33. Program designed by President Kennedy in which volunteers help Third World countries. PEACE CORP
- 34. Countries that fought together were Serbia, Russia, France, Britain, U.S., and Italy. ALLIED POWERS WWI
- 35. Countries that fought together were Britain, U.S. and Russia.

**ALLIED POWERS WWII** 

36. A new labor law passed in 1947 that placed limits on certain union activities. It outlawed the closed shop, which had forbidden the hiring of non-union workers.

TAFT-HARTLEY ACT

37. This law made blacks citizens of the United States.

14<sup>TH</sup> AMENDMENT

- 38. Decision in which the Supreme Court declared school segregation unconstitutional.

  BROWN VS BOARD OF EDUCATION
- 39. The war between Britain and the colonies to gain U.S. independence.

AMERICAN REVOLUTION

40. Founded in 1949 as an alliance between United States, Canada, and ten western European countries. Also known as North Atlantic Treaty Organization.

NATO

- 41. War in which Hungary, Austria, and Germany fought against the Allied Powers. WORLD WAR I
- 42. British recognition of the independence of the United States; the restoration of the rights and property of the Loyalists; an end to hostilities and the withdrawal of all British land and sea forces. The American Revolution was finally over.

TREATY OF PARIS 1793

43. President Lincoln's order of 1862 freeing the slaves in those states still in rebellion against the Union as of January 1, 1863.

**EMANCIPATION PROCLAMATION** 

44. War in which Germany, Italy, and Japan fought against the Allied Powers. WORLD WAR II

#### PATHWAY TO U.S. CITIZENSHIP

For an adult immigrant to become a U.S. citizen, he or she must go through the process of naturalization. The requirement of naturalization call for the immigrant to:

- 1. Be at least 18 years of age.
- 2. Be a legally admitted permanent resident (green card holder).
- 3. Have been a U.S. permanent resident for at least five years, or at least three years if married to and living with a U.S. citizen.
- 4. Not have been outside of the United States for over one year at a time during the five years as a permanent resident or three years if married to and living with a U.S. citizen.
- 5. Have been physically present in the Untied States for at least 30 months out of the past five years as a permanent resident or 18 months out of the past three years if married to and living with a U.S. citizen.
- 6. Have lived within a state or USCIS District for at least three months before he or she applies.
- 7. Demonstrate "good moral character" by behaving in a legal and acceptable manner during the five years as a permanent resident or three years if married to and living with a U.S. citizen.
- 8. Demonstrate an attachment to the principles and ideals of the U.S. Constitution.
- 9. Demonstrate an ability to read, write, speak, and understand basic English.
- 10. Demonstrate a basic knowledge of U.S. history, government, and civic principles.
- 11. Swear an oath of allegiance to the United States.
- 12. Receive a Certificate of Naturalization.

#### **Current Test or Redesigned Versions: Which Version of the Test to Take?**

Following the public introduction of the redesigned naturalization test on September 27, 2007, there will be one full year before naturalization applicants begin taking the revised test. This period will allow adult education and immigrants working toward citizenship sufficient time to prepare for the redesigned test. The following guidelines will determine whether naturalization applicants will take the current test or the redesigned version:

#### If an applicant:

- Applies before October 1, 2008, and is scheduled for his/her naturalization interview before October 1, 2008, he/she will take the current test.
- Applies before October 1, 2008 and is scheduled for his/her naturalization interview after October 1, 2008, he or she can choose to take the current test of the redesigned version.
- Applies after October 1, 2008, he/she will take the redesigned version.
- Is scheduled for his/her naturalization interview after October 1, 2008, regardless of when he or she applied, he/she will take the redesigned version.

### Preparing for the Test: What Study Materials Are Available, and How Can I Find English Language, Civics, and/or Citizenship Classes?

Following the public introduction of the redesigned naturalization test on September 27, 2007, there will be one full year before naturalization applicants begin taking the revised test. The USCIS Office of Citizenship will provide updated versions of its study materials, including the Civics Flash Cards and *Learn About the United States: Quick Civics Lessons*, to correspond with the content of the revised test. These study materials will be available in early 2008. The current version of both the Civics Flash Cards and *Learn About the United States: Quick Civics Lessons* will remain available as long as the current test is administered. Additional study materials will also be introduced throughout the course of the one full year.

For many applicants, adult education classes are an excellent place to learn English and prepare for the naturalization test. Many local school districts, community colleges, libraries, and other community-based organizations offer English language and civics classes.

#### **About the Redesigned Naturalization Test**

In the interest of creating a more standardized, fair, and meaningful naturalization process, U.S. Citizenship and Immigration Services (USCIS) recently completed a multi-year redesign of the naturalization test. The revised test, with an emphasis on the fundamental concepts of American democracy and the rights and responsibilities of citizenship, will help encourage citizenship applicants to learn and identify with the basic values we all share as Americans.

#### Background

Over the past decade, several in-depth studies of the naturalization test reveled concerns with the test's content, how the test was being administered, and how it was being scored. To address these concerns, the federal government launched a test redesign in 2000. In April 2005, the USCIS Office of Citizenship took over responsibility for this redesign. A panel of adult education experts affiliated with Teachers of English to Speakers of Other Languages (TESOL), U.S. history and civics curriculum, the redesigned test will serve as an important instrument to encourage civic learning and patriotism among prospective citizens.

To accomplish these goals, USCIS initially piloted a new test—with an overhauled English reading and writing section, as well as new history and government questions—in ten sites across the country. The feedback from this pilot was then used to finalize testing procedures. English reading and writing prompts, and a list of 100 new history and government questions. To ensure the pilot accounted for a representative sample of candidates with a variety of educational levels, the test was also piloted at adult education sites nationwide.

#### **Helping Students Pass the Naturalization Interview**

#### **Background**

- The test has not substantially changed.
- The way the test is administered has changed.
- Materials, questions, and civics content are aligned to NRS High Beginning level.
- Content, instruments, protocols and scoring will be standardized.

#### The Facts

- 84 percent of applicants pass the test on the first try.
- 95 percent pass on the final try.
- The pass rate for Civics is 93 percent.
- Pass rate for English is 87 percent.

#### Age is a significant factor:

- Ages 18-24 had a 99 percent pass rate in English and Civics.
- Ages 50-64 had a 75 percent pass rate, with 75 percent English and 85 percent on Civics.

It is important to know the test, the process, your program goals, and your students—teach to the parts and vocabulary of the test.

#### **Know the Process**

- Deciding to apply
- Completion of the N-400 and appropriate paperwork
- Preparing for the interview and test
- Getting fingerprinted
- United States Citizenship and Immigration Services (USCIS) Interview
- Taking the Oath

#### **Exemptions**

Some exemptions and waivers are available, and due consideration will remain in effect for age and limited education. See <a href="http://www.uscis.gov">http://www.uscis.gov</a>.

#### **Know Your Program**

Establish the goals of your program:

- Whom you will serve (consider language levels, literacy levels, length of time available, and teachers)
- Class design
  - 1. Pre-citizenship
  - 2. Citizenship preparation with English language
  - 3. Citizenship preparation/review
  - 4. Interview preparation workshop

#### **Know the Test**

- The English-speaking test begins immediately with an interview. Questions are drawn from the N-400 form.
- Reading test-reading a sentence
- Writing test–writing a dictated sentence
- Civics test–6 of the 10 questions are to be answered correctly

#### **Test Level**

NRS High Beginning Level (ABE 3)

Individual is able to express basic survival needs and participates in some routine social conversations, although with some difficulty. Individual is able to understand simple learned phrases easily and some new phrases containing familiar vocabulary spoken slowly with repetition. Individual is able to ask and respond to questions in familiar contexts. Individual has some understanding of basic grammar.

#### **Know Your Students**

- Tests are available to measure NRS language levels: BEST *Plus* (oral), BEST Literacy, CASAS (written and listening).
- Informal and authentic tests can also give insight.
- Know the students' abilities for reading and writing, but most importantly listening and speaking.
- Levels may vary within the four skills.
- Interview your students to find out where they are in the process, their experience with tests, and their fears and weak points.
- Develop a plan and a realistic time frame—both academic and personal—for the student.

#### **Teach to the Test**

- Teach listening
- Teach speaking
- Teach reading
- Teach writing
- Teach test taking
- Teach social skills

#### **Speaking Test**

The N-400 interview is the basis of the Speaking test. Listening precedes speaking.

#### **Strategies**

Teach listening skills:

- Selective listening
- Listening for gist
- Listening for specific information
- Listening for details

#### Teach speaking skills:

- Asking for clarification
- Self-monitoring
- Asking for repetition

#### **Speaking Tips**

- Make sure students understand the questions, as they may be out of order.
- Highlight important words (e.g., "ever").
- Teach them to listen for key words (e.g., "spouse").
- Teach them red flag words (e.g., "when").
- Teach words of association (e.g., "bear arms").
- Teach grammar function (e.g., "Have you ever...").
- If any questions need explanation, practice them explicitly (e.g., questions 34-39).

#### **General Tips**

- Pair activities are good for mock interviews, as some adjudicators are not native English speakers.
- Ask and respond to questions.
- Use the negative form.
- Practice interview skills.
- Work on accent reduction, if necessary.
- View videos on mock interviews.
- Use videotape/audiotape.
- Practice vocabulary in a variety of formats.
- Practice small talk.
- Teach the students "zero."

#### **Techniques**

- rephrasing
- circumlocution
- asking for clarification
- pictures
- games
- music
- personal vocabulary diary
- KWL (Know, What, Learn graphic organizer chart)
- information grid
- grammar
- fill-in
- role play
- mock Interview
- circle
- flash cards
- dictation
- cloze
- · word scramble
- substitution drill

- word association
- repetition
- matching
- reduction

#### **Reading Test**

- There will be three chances to read a passage correctly.
- The test is scored with a rubric.
- Passages are not made public.
- Vocabulary is located on the USCIS website and on the CD-ROM (available through USCIS's website, <a href="http://www.uscis.gov">http://www.uscis.gov</a>).
- Read words (receptive)
- Write words (productive)

#### **Techniques**

- reading comprehension
- proofreading
- pronunciation
- flash cards
- cloze
- · word scramble
- substitution drill
- matching
- KWL
- fill-in
- information grid
- personal vocabulary diary
- copying
- sentence construction
- rewording sentences
- anticipating sentences
- games
- 20 questions/Who am I?
- deletion

#### **Tips**

- Practice vocabulary explicitly.
- Pronunciation: target difficult sounds and words
- Pay attention to rhythm and intonation.
- Pair activities: reading to a partner and evaluating speech effectiveness
- Develop practice sentences by the students and teacher; use to the practice writing test.
- Understand the meaning of the vocabulary in isolation, and then in sentences in context.
- Know grammar (Washington WAS, Bush IS the President of the United States).

#### **Writing Test**

• There will be three chances to produce a dictation.

- The test is graded with a rubric.
- Dictations are not public knowledge, but using the writing vocabulary you can construct short dictations that will help your students understand the process.
- Vocabulary list is located on the USCIS website and on the CD-ROM (available through the USCIS website: <a href="http://www.uscis.gov">http://www.uscis.gov</a>).

#### **Techniques**

- flash cards
- dictation-peer, running, teacher lead
- audiotape
- spelling practice
- cloze
- explicit vocabulary practice
- classify terms
- self-editing

#### Tips

- Practice listening with computers and tapes.
- Audiotape the student.
- Develop practice sentences by the students and teacher; use to practice the reading test.
- Peer edits
- Spelling correction
- Practice legible handwriting

#### **Civics Test**

- Answer six out of 10 oral questions.
- Background knowledge is important.
- Listening skills are critical.
- Questions are in the public domain.

#### **Techniques**

- flash cards
- pair activities
- interviews
- information grid
- jigsaw
- drama-historical plays
- compare/contrast (U.S./native country)
- games
- music
- field trip

#### **Tips**

- Conduct mock interviews with native/non-native speakers.
- Play games.

- Use highlighters to focus on key vocabulary.
- Listen for key words and numbers for meaning (e.g., "Name ONE problem...").
- Practice question words—who, what, why, when, if, how, many, whose.

#### **Test-Taking Tips**

- Visit the center.
- Teach students basic social skills—shake hands/make eye contact/make small talk.
- Practice relaxation techniques.
- Discuss feelings, experiences, and urban myths.
- Use peppermint.
- Remember that the person is an applicant, not a supplicant, in the citizenship process.
- Expose students to a variety of situations.
- Foster self-confidence.
- Help students become comfortable with the interview questions.
- Practice personal hygiene.

#### Resources

Available on the CD-ROM:

- Flash cards from USCIS (old questions)
- Vocabulary for reading and writing
- New questions
- Websites: Northeast ABLE Resource: <a href="http://www.neable.org">http://www.neable.org</a>; USCIS: <a href="http://www.uscis.gov">http://www.uscis.gov</a>
- Resources: Northeast ABLE Resource, USCIS

# U.S. Citizenship and Immigration Services News Release–September 27, 2007 USCIS Announces New Naturalization Test October 2008 Start Date Gives Applicants One Year to Study

WASHINGTON–U.S. Citizenship and Immigration Services (USCIS) today announced the 100 questions and answers that comprise the civics component of the new naturalization test. USCIS will administer this new test to citizenship applicants beginning in October 2008.

Earlier this year, more than 6,000 citizenship applicants volunteered to take a pilot version of the test at 10 USCIS sites across the country during a four-month period. The 100 new civics items on the new naturalization test were selected after USCIS, a panel of history and government scholars, and English as a Second Language (ESL) teachers conducted a through review of the responses to the 142 items on the pilot test.

"We are very proud of this new test, and the open manner that we worked with our stakeholders throughout this entire process," said USCIS Director Emilio Gonzalez. "Together, we developed a test that will encourage citizenship applicants to learn and identify with the basic civic values that unite us as Americans."

The revised naturalization test will help strengthen assimilation efforts by emphasizing fundamental concepts of American democracy, basic U.S. history, and the rights and responsibilities of citizenship. It will also promote patriotism among prospective citizens.

Following the pilot, USCIS refined the questions and answers, dropping several and adjusting others to increase clarity, narrowing the list to the new 100 questions. The range of acceptable answers to questions will increase so that applicants may learn more about a topic and select from a wider range of responses.

For instance, one of the new questions with a range of correct answers is: "What is the right or freedom from the First Amendment?" The applicant may respond with a variety of possible answers such as speech, religion, assembly, press, and petition the government.

USCIS conducted the pilot during actual citizenship interviewin10 districts across the country: Albany, NY; Boston, MA; Charleston, SC; Denver, CO; El Paso, TX; Kansas City, MO; Miami, Fl; San Antonio, TX; Tucson, AZ; and Yakima, WA. Volunteers who participated int his pilot test achieved a 92.4 percent overall pass rate on the first try. The pass rates by test component were: civics, 93.7 percent; reading, 99.8 percent; and writing, 99 percent.

Following the pilot, USCIS and an expert technical advisory group affiliated with Teachers of English to Speakers of Other Languages (TESOL) reviewed the responses and re-piloted several re-phrased questions at 63 civics and citizenship classroom sites across the country. This secondary review was primarily focused on groups of individuals possessing Low-Beginning to High-Beginning levels of English comprehension to ensure that the average citizenship applicant was able to understand the question and answer items.

USCIS has posted the 100 new questions and answers, the reading and writing vocabulary lists, a side-by-side comparison of the current and new tests, answers to frequently asked questions and other information about the new test online at <a href="http://www.uscis.gov/newtest">http://www.uscis.gov/newtest</a>.

#### U.S. Citizenship and Immigration Services USCIS Announces New Naturalization Test FAQs

#### 1. Q. Will applicants receive a sample of the test before it is changed?

A. USCIS has posted on our website a complete list of the new civics and U.S. history questions and answers; these are free to download. USCIS will also distribute study materials corresponding with the revised test beginning in early 2008.

### 2. Q. How will applicants know which test they are expected to take? Will there be a cutoff date?

A. USCIS will begin administering the new test on October 1, 2008, one year after the new test is announced to the public.

#### If an applicant:

- a. Applies BEFORE October 1, 2008 and is scheduled for his/her naturalization interview BEFORE October 1, 2008 he/she will take the current test.
- b. Applies BEFORE October 1, 2008 and is scheduled for his/her naturalization interview AFTER October 1, 2008, he/she can choose to take the current test or the redesigned version.
- c. Applies AFTER October 1, 2008, he/she will take the redesigned version.
- d. Is scheduled for his or her naturalization interview AFTER October 1, 2009, regardless of when he/she applied, he/she will take the redesigned version.

### 3. Q. Will USCIS provide translations of the sample civics questions for elderly applicants? Is a translation available?

A. The questions have been identified in English and USCIS will soon make available the sample questions in other languages.

#### 4. Q. How were the new questions/answer items determined?

- A. Before USCIS included a question/answer item on the final test, it was analyzed for its cognitive and linguistic characteristics, and to see if it met one or more of the following criteria:
  - a. Does the item involve critical thinking about government or history?
  - b. Does the item offer an inferred or implicit concept of government, history, or other areas?
  - c. Does the item provide a geographical context for a historical or current event?
  - d. Does the item help the applicant better utilize the system? Is it useful in their daily lives?
  - e. Does the item help the applicant better understand and relate to our shared history?

Experts analyzed each question to determine its linguistic properties. For example, they examined whether or not the vocabulary and sentence structure of the question and answer were appropriate for someone at the high-beginning level. If not, they looked at how to revise the question/answer to make it easier without losing the necessary content.

### 5. Q. Did stakeholder feedback change whether a question and answer was eliminated from the final version of the test? Can you provide an example?

A. Yes, question/answer items were either revised or deleted as a result of feedback from stakeholders and after a thorough review by a technical advisory group affiliated with Teachers of English to Speakers of Other Languages (TESOL). Before the pilot began, both the TESOL panel and many other stakeholders reviewed the test items, provided comments, and after review, many of the items were changed. For example, USCIS originally included a question about the minimum wage because it felt it was important for employees to protect their rights as wage earners. The question was deleted before the pilot began because stakeholders thought applicants might be confused by state minimum wages.

During the pilot, the TESOL panel continued to advise USCIS on which questions to keep, eliminate, revise, or re-pilot. After several questions were re-piloted, the TESOL panel recommended additional changes. For example, the question, "How is each state's number of representatives decided?" was revised to, "Why do some states have more representatives than other states?" making it more understandable for the applicant.

### 6. Q. What feedback did pilot participants provide to USCIS about their experiences with the pilot test? How were those comments used in selecting the final questions?

A. Decisions to keep, reject, or change items were based on both quantitative and qualitative data. Much of the qualitative data came from applicants and adjudicators. USCIS also re-piloted several questions during a follow-on secondary study in 64 civics and citizenship classroom sites across the country. USCIS shared all comments and feedback on specific test items with the TESOL panel. An example of the feedback and subsequent change is:

"Name one of the things that Abraham Lincoln did." Some students said that this question could elicit a wide range of responses about more mundane aspects of Lincoln's life (his birth and marriage) not directly connected with his presidency. They suggested we add the word *important*. Then revised question became, "What was one important thing that Abraham Lincoln did?"

#### 7. Q. When will USCIS release study materials for the redesigned test?

A. USCIS will provide updated versions if its study materials, including the Civics Flash Cards and *Learn About the United States: Quick Civics Lessons*, to correspond with the new test. These study materials will be available in early 2008. The current versions of both the Civics Flash Cards and *Learn About the United States: Quick Civics Lessons* will remain available as long as the current test is administered. Additional study materials will also be introduced throughout the course of the one full year.

### 8. Q. Will USCIS delay using the new test to allow civics teachers, ESL staff, and applicants to prepare for the new questions on the test?

A. USCIS promised stakeholders and applicants that they would have at least one full year to prepare before administration of the new test begins on October 1, 2008. This transition will allow applicants to study for the old or new test, depending on when they

apply for citizenship. USCIS will continue to provide information on the current test through the end of Fiscal Year 2008.

#### 9. Q. How is USCIS informing the public about the new test questions?

- A. We will inform the public using the following approaches:
  - a. Website information,
  - b. Public speaking engagements,
  - c. Promotional materials,
  - d. Articles in professional journals,
  - e. Regional training conferences, and
  - f. Media outreach.

#### 10. Q. USCIS said a goal was to make the test more "meaningful." What does that mean?

A. USCIS is taking a systemic approach to making the test more meaningful, one that follows a basic U.S. history and civics curriculum. The testing process goes well beyond a set of test questions; it includes a variety of study materials and opportunities for immigrants to expand their knowledge in the areas covered on the test and civics content beyond the test itself. We approached the goal of making the test more meaningful by making it more useful or important to those about to become a new citizens. We know the basic ability to speak, read, and write in English is important and useful to help new citizens integrate. We also know that infusing the test with more opportunities to learn about the rights and responsibilities of citizenship is important. Many items added to the test either directly or indirectly help applicants learn more about their rights and responsibilities.

### 11. Q. Why are there questions about geography? What does geography have to do with civics?

A. Many teachers requested that we add geography questions to encourage applicants to learn something about the land where they live. History cannot be studied in isolation; history and geography are interrelated. The geography questions provide a context essential to understanding past history and current events. For example, the question on the Missouri/Mississippi Rivers helps students understand the question involving the Louisiana Purchase.

# 12. Q. Doesn't this new test measure an individual's ability to memorize information for a test, rather than measure their understanding of the rights and responsibilities of citizenship?

A. Since we are not just designing a new test, but educational materials and teacher training tools as well, we expect that the study process will result in new knowledge. In the process of learning, there is some memorization, but this test does a much better job of helping applicants understand the rights and responsibilities of citizenship by following a well-structured curriculum. Through educational materials and instruction accompanying the test, we anticipate that by studying information such as the Federalist Papers, new citizens will have a better understanding of important documents such as the U.S. Constitution.

### 13. Q. How does the naturalization process, including the naturalization test, measure the allegiance of an individual to the United States?

A. No test can do that. The naturalization process looks closely at the moral character of individuals applying for citizenship. While successfully passing the citizenship test cannot measure a person's loyalty to the nation, it can demonstrate an understanding of our basic civic principles. We believe, through study, that the applicants will understand and attach themselves to those principles.

## 14. Q. When will USCIS train District Adjudication Officers (DAOs) on how to administer the new test? How will USCIS ensure DAOs are adequately trained to administer the new test?

- A. DAO training opportunities include:
  - a. Train-the-trainer activities at USCIS District Offices beginning in early 2008,
  - b. On-site district training seminars beginning summer 2008, and
  - c. Continued adjudicator training as part of the standard curriculum for all adjudicators.

### 15. Q. How many community-based and national immigrant organizations were included in the test redesign process? Why were those groups included and not others?

A. About 150 organizations were represented in the stakeholder groups working with USCIS on the test redesign and pilot process. The stakeholder groups USCIS consulted with from the onset of this project were very broad. The consisted of English as a Second Language (ESL) exports, adult educators, historians, legal educators, ethnic organizations, current and potential applicants, students, and many other community-based organizations. USCIS welcomed and captured feedback throughout the entire pilot process. Information shared and information sought took place at a variety of venues, including conferences, meetings, and focus groups across the country.

### **Naturalization Test Civics Items Comparison**

(Not necessarily an exact match)

Current Civics Items		Final 100 Revised Civics Items		
1.	What are the colors of the flag?			
2.	What do the stars on the flag mean?			
3.	How many stars are there on our flag?	97.	Why does the flag have 50 stars?*	
4.	What color are the stars on our flag?		·	
5.	How many stripes are there on our flag?	96.	Why does the flag have 13 stripes?	
6.	What do the stripes on the flag represent?	96.	Why does the flag have 13 stripes?	
7.	What colors are the stripes on flag?			
8.	How many states are there in the Union			
	(the United States)?			
9.	What do we celebrate on the 4 <sup>th</sup> of July?	99.	When do we celebrate Independence Day?	
10.	Independence Day celebrates	8.	What did the Declaration of	
	independence from whom?		Independence do?	
		9.	What are two rights in the Declaration of	
			Independence?	
11.	What country did we fight during the Revolutionary War?	61.	Why did the colonists fight the British?	
12.	Who was the first President of the United States?	70.	Who was the first President?	
13.	Who is the President of the United States	28.	What is the name of the President of the	
	today?		United States now?	
14.	Who is the Vice President of the United	29.	What is the name of the Vice President	
	States today?		of the United States now?	
	Who elects the President of the United States?			
16.	Who becomes President if the President	30.	If the President can no longer serve, who	
	dies?		becomes President?	
17.	What is the Constitution?	2.	What does the Constitution do?	
		11.	What is the economic system in the	
			United States?	
			What is the "rule of law"?	
18.	What do we call changes to the	6.	Name <u>one</u> right or freedom from the First	
1	Constitution?	<u> </u>	Amendment.*	
19.	How many changes or amendments are	7.	How many amendments does the	
	there to the Constitution?	12	Constitution have?	
		42.	Under our Constitution, some powers	
			belong to the states. What is <u>one</u> power	
20	What are the three branches of are	12	of the states?	
20.	What are the three branches of our	13.	Name <u>one</u> branch or part of the	
21	government?	-	government.*	
<sup>∠1</sup> .	What is the legislative branch of our			
	government?			

Current Civics Items	Final 100 Revised Civics Items		
22. What makes up Congress?	17. What are the <u>two</u> parts of the U.S.		
22. What mands up congress.	Congress?		
23. Who makes the federal laws in the United	16. Who makes federal laws?		
States?			
24. Who elects Congress?			
25. How many Senators are there in	18. How many U.S. Senators are there?		
Congress?	24. Who does a U.S. Senator represent?		
26. For how long do we elect each Senator?	19. We elect a U.S. Senator for how many years?		
27. Name two Senators from your state.	20. Who is <u>one</u> of your state's U.S.		
	Senators?		
28. How many voting members are in the	21. The House of Representatives has how		
House of Representative?	many voting members?		
	23. Name your U.S. Representative.		
29. For how long do we elect each member of	22. We elect a U.S. Representative for how		
the House of Representative?	many years?		
	25. Why do some states have more		
	Representatives than other states?		
30. Who is the head of the Executive Branch	15. Who is in charge of the Executive		
of the U.S. Government?	Branch?		
21 F 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	34. Who vetoes bills?		
31. For how long is the President elected?	26. We elect a President for how many years?		
32. What is the highest part of the Judicial Branch of the government?			
33. What are the duties of the Supreme Court?	37. What does the Judicial Branch do?*		
34. What is the supreme law of the United States?	1. What is the supreme law of the land?		
35. What is the Bill of Rights?	5. What do we call the first ten amendments to the Constitution?		
	9. What are two rights in the Declaration of		
	Independence?		
	10. What does freedom of religion mean?		
36. What is the capital of the state we live in?	44. What is the capital of your state?*		
37. Who is the current Governor of the state	43. Who is the Governor of your state?		
you live in?	·		
38. Who becomes President if both the	31. If both the President and the Vice		
President and the Vice President die?	President can no longer serve, who		
	becomes President?		
	47. What is the name of the Speaker of the		
	House of Representatives now?		
39. Who is Chief Justice of the Supreme	40. Who is the Chief Justice of the United		
Court?	States?		

<b>Current Civics Items</b>	Final 100 Revised Civics Items
40. What were the original 13 states?	<ul><li>59. Who lived in America before the Europeans arrived?</li><li>64. There were 13 original states. Name three.</li></ul>
41. Who said, "Give me liberty or give me death?"	unee.
42. Name some countries that were our enemies during World War II.	<ul> <li>78. Name one was fought by the United States in the 1900's.*</li> <li>79. Who was the President during World War I?</li> <li>80. Who was the President during the Great Depression and World War II?</li> <li>81. Who did the United States fight in World War II?</li> <li>82. Before he was President, Eisenhower was a general. What war was he in?</li> </ul>
43. What was the 49 <sup>th</sup> state added to our	
Union (the United States)?	26 We day Devident for learning
44. How many full terms can a President serve?	26. We elect a President for how many years?
45. Who was Martin Luther King, Jr.?	<ul><li>84. What movement tried to end racial discrimination?</li><li>85. What did Martin Luther King, Jr. do?</li></ul>
46. What are some of the requirements to be eligible to become President?	56
47. Why are there 100 Senators in the United States Senate?	
48. Who nominates judges for the Supreme Court?	
49. How many Supreme Court Justices are there?	39. How many justices are on the Supreme Court?
50. Why did the Pilgrims come to America?	58. What is <u>one</u> reason colonists came to America?
51. What is the executive of the state government called?	
52. What is the head executive of a city government called?	
53. What holiday was celebrated for the first time by American colonists?	99. When do we celebrate Independence Day?* 100. Name two national U.S. holidays.
54. Who was the main writer of the	62. Who wrote the Declaration of
Declaration of Independence?	Independence?

<b>Current Civics Items</b>	Final 100 Revised Civics Items
55. When was the Declaration of	63. When was the Declaration of
Independence adopted?	Independence adopted?
	67. The Federalist Papers supported the
	passage of the U.S. Constitution. Name
	one of the writers.
	68. What is one thing Benjamin Franklin is
	famous for?
56. What are some of the basic beliefs of the	8. What did the Declaration of
Declaration of Independence?	Independence do?
	9. What are <u>two</u> rights in the Declaration of
	Independence?
	10. What does freedom of religion mean?
57. What is the national anthem of the United	98. What is the national anthem?
States?	
58. Who wrote "The Star-Spangled Banner"?	
59. What is the minimum voting age in the	54. How old do citizens have to be to vote
United States?	for President?*
60. Who signs bills into law?	33. Who signs Bills to become laws?
	34. Who vetoes Bills?
61. What is the highest court in the United	38. What is the highest court in the United
States?	States?
62. Who was President during the Civil War?	60. What group of people was taken to
	America and sold as slaves?
	73. Name the U.S. was between the North
	and the South.
	74. Name <u>one</u> problem that led to the Civil
	War.
	75. What was <u>one</u> important things that
	Abraham Lincoln did?*
63. What did the Emancipation Proclamation	60. What group of people was taken to
do?	America and sold as slaves?
	76. What did the Emancipation Proclamation
CA WILL CONTROL OF THE CONTROL OF TH	do?
64. What special group advises the President?	35. What does the President's Cabinet do?
65 WILL D. 11 11 11 17 17 1	36. Name <u>two</u> Cabinet-level positions.
65. Which President is called the "Father of	69. Who is the "Father of Our Country"?
Our Country?"	
66. Which President was the first	
Commander-in-Chief of the U.S. Army	
and Navy?	
67. What was the 50 <sup>th</sup> state to be added to our	
Union (the United States)?	
68. Who helped the Pilgrims in America?	

	Current Civics Items	Final 100 Revised Civics Items
69.	What is the name of the ship that brought	That 100 Revised Civies Items
	the Pilgrims to America?	
	What were the 13 original states of the	
	United States called before they were	
	states?	
71.	What group has the power to declare war?	41. Name <u>one</u> thing only the federal
		government can do.
72.	Name the amendments that guarantee or	48. There are four amendments to the
	address voting rights.	Constitution about who can vote.
		Describe one of them.
73.	In what year was the Constitution written?	65. What happened at the Constitutional
	•	Convention?
		66. When was the Constitution written?
74.	What are the first 10 amendments to the	4. What is an amendment?
	Constitution called?	5. What do we call the first 10 amendments
		to the Constitution?
	Whose rights are guaranteed by the	51. What are <u>two</u> rights of everyone living in
	Constitution and the Bill of Rights?	the United States?
	What is the Introduction to the	3. The idea of self-government is in the first
	Constitution called?	three words of the Constitution. What
		are these words?
	What is the name of the President's official home?	
78.	What kind of government does the United	
	States have?	
	Where is the White House located?	
	Name <u>one</u> right or freedom guaranteed by	6. What is <u>one</u> right or freedom from the
	the first amendment.	first amendment?
81.	Who is Commander-in-Chief of the	32. Who is the Commander in Chief of the
	United States military?	military?
	In what month do we vote for the	27. In what month do we vote for
	President?	President?*
	In what month is the new President inaugurated?	
84.	How many times may a Senator or	
	Congressman be re-elected?	
85.	What are the two major political parties in	45. What are the two major political parties
	the United States today?	in the United States?
86.	What is the executive branch of our	
	government?	
	Where does freedom of speech come	10. What does freedom of religion mean?
	from?	51. Name <u>two</u> rights of everyone living in
		the United States.

<b>Current Civics Items</b>	Final 100 Revised Civics Items
88. What U.S. Citizenship and Immigration	
Services form is used to apply for	
naturalized citizenship?	
89. What kind of government does the United	
State have?	
90. Name <u>one</u> of the purposes of the United	
Nations.	
91. Name <u>one</u> benefit of being a citizen of the	49. What is <u>one</u> responsibility that is only for
United States.	United States citizens?
	50. What are <u>two</u> rights only for United
	States citizens?*
	52. What do we show loyalty to when we
	say the Pledge of Allegiance?
	53. Name <u>one</u> promise you make when you
	become a United States citizen.
	57. When must all men register for the
	Selective Service?
92. Can the Constitution be changed?	4. What is an amendment?
93. What is the most important right granted	50. What are two rights only for United
to United States citizens?	States citizens?
94. What is the White House?	
95. What is the United States Capitol?	12. Name and bound and of the
96. How many branches are there in the	13. Name <u>one</u> branch or part of the
United States government?	government.
	14. What stops <u>one</u> branch of government
97. How many times may a Senator be re-	from becoming too powerful?  22. We elect a U.S. Senator for how many
elected?	years?
98. How many times may a	22. We elect a U.S. Senator for how many
Congressman/woman be re-elected?	years?
99. What are the <u>two</u> major political parties?	45. What are the two major political parties
77. What are the two major pointed parties.	in the United States?
	46. What is the political party of the
	President now?
100. How many states are there in the United	
States?	
	11. What is the economic system in the
	United States?*
	55. What are two ways that Americans can
	participate in their democracy?
	56. When is the last day you can send in
	federal income tax forms?*
	71. What territory did the United States buy
	from France in 1803?

<b>Current Civics Items</b>	Final 100 Revised Civics Items
	72. Name <u>one</u> war fought by the United
	States in the 1800s.
	77. What did Susan B. Anthony do?
	78. Name <u>one</u> was fought by the United
	States in the 1900s.*
	83. During the Cold War, what was the main
	concern of the United States?
	87. Name one American Indian tribe in the
	United States?
	88. Name <u>one</u> of the two longest rivers in the
	United States.
	89. What ocean is on the West coast of the
	United States?
	90. What ocean is on the East coast of the
	United States?
	91. Name <u>one</u> U.S. territory.
	92. Name <u>one</u> state that borders Canada.
	93. Name <u>one</u> state that borders Mexico.
	94. What is the capitol of the United States?*
	95. Where is the Statute of Liberty?

USCIS Fee Schedule, Effective July 30, 2007
USCIS fees change on July 30, 2007. This fee schedule applies if you file on or after that date. The fees listed below include both the filing fee and any required biometric fees.

Form #	Purpose	Fee
I-90	Renew or replace your Permanent Resident Card (Green Card)	
	If filling to renew your card within 30 days of turning 14	no fee
	All other where a fee is required: filing + biometric =	\$370
I-102	Replace or receive an I-94 Non-immigrant Arrival-Departure Record	\$320
I-129	Petition for Non-immigrant Worker Note: Petitions for H-1B, H-2B and L-1 workers must also include the supplemental fees and fraud prevention fees described on the form. Those fee amounts are unchanged.	\$320
I-129F	Fiancee Petition General fiancee petition:	\$455
	For K-3 status based on an immigrant petition filed by the same U.S. citizen husband or wife:	no fee
I-130	Relative Petition	\$355
I-131	Re-entry Permit, Refugee Travel Document or Advance Parole	
	Re-entry permit or refugee travel document	\$305
	Advance Parole	\$305
I-140	Petition for an Immigrant Worker	\$475
I-191	Permission to Return to an Unrelinquised Domicile	\$545
I-192	Advance Permission to Enter as a Non-immigrant	\$545
I-193	Waive Passport and/or Visa Requirement to Enter the U.S.	\$545
I-212	Permission to Reapply for Admission to the U.S. after Deportation or Removal	\$545
I-290B	Appeal; Motion to Reopen or Reconsider	\$585

Form #	Purpose	Fee
I-360	Petition for AmerAsian, Widow(er) or U.S.C. or Special Immigrant	
	for AmerAsian	no fee
	Self-petitioning battered or abused spouse, parent or child of a U.S. citizen or Permanent Resident	no fee
	Special Immigrant Juvenile	no fee
	All others	\$375
I-485	Adjust Status and Become a Permanent Resident while in the U.S.	
	Applying based on your having been admitted to the U.S. as a refugee	no fee
	All other eligibility:  If under 14 and filing with the I-485 application of at least one parent	\$600
	If under 14 and NOT filing with the I-485 application of at least one parent	\$930
	If 79 or older	\$930
	All other: filing + biometric =	\$1,010
	<b>Note:</b> The penalty fee, where it applies, is in addition to the above fees, and is unchanged.	
I-526	Investor Petition	\$1,435
I-539	Extend Stay as Non-immigrant or Change Non-immigrant Status	\$300
I-589	Asylum	no fee
I-600A	Advance Processing for Orphan Petition—\$750 (filing + biometric) for you + \$\frac{9}{2}\$ biometric fee for each person 18 or older living with you	
	<b>Note:</b> If you already have an approved I-600A that is about to expire, and have no yet filed your I-600 petition, you can receive one free extension of your I-600A by filing a new I-600A without fee before the first expires.	
I-600	Orphan Petition If based on an approved I-600A	no fee
	Otherwise–\$750 (filing + biometric) for you + \$80 biometric fee for person 18 or older living with you	each

Form #	Purpose	Fee
I-161	Waive Grounds of Excludability	\$545
I-612	Waive Foreign Residence Requirement	\$545
I-730	Refugee/Asylee Relative Petition	no fee
I-751	Remove Conditions on Your Permanent Resident Status—\$545 (filing + biometric) for you + \$80 biometric fee for each dependent you include in your application	
I-765	Employment Authorization/Employment Authorization Document (EAD)	\$340
I-821	Temporary Protected Status (TPS) Program First-time applicant: If under 14 and not applying for an EAD	\$50
	First-time applicant: Otherwise: filing + biometric =	\$130
	Renewal or re-registration: biometric =	\$80
I-824	Follow-up Action on an Approved Application or Petition	\$340
I-829	Remove Conditions on Permanent Resident Status (Investor)—\$2,930 (filing _ biometric) for you + \$80 biometric fee for each dependent you include in your application	
I-881	NACARA-Suspension of Deportation or Special Rule	
	Filed with USCIS – A base filing fee of \$285 per person, with a base cap of \$570 for applications filed together by a husband, wife, and unm children. Each applicant must also pay a \$80 biometric fee	•
	Filed with the Immigration Court	\$165
I-905	Authorization for Organization to Issue Certification to Health Care Workers	\$230
I-907	Premium Processing Fee	\$230
I-914	For 'T' Non-immigrant Status	no fee
U.S. CIT	IZENSHIP	
N-300	To File Declaration of Intent to Apply for U.S. Citizenship	\$235
N-336	Request Hearing on Decision on Naturalization Application	\$605
N-400	Naturalization (to Become a U.S. Citizen) Through service in the U.S. armed forces	no fee

Form #	Purpose	Fee	
	All others: filing + biometric =	\$675	
N-600	Recognition of U.S. Citizenship For biological child	\$460	
	For adopted child	\$420	
N-644	Posthumous Citizenship	no fee	
	PROGRAMS UNDER THE 1986 LEGALIZATION AND SPECIAL AGRICULTURAL WORKER (SAW) PROGRAMS		
I-687	<b>Become a Temporary Resident:</b> filing + biometric =	\$790	
I-690	Waive Grounds of Excludability	\$185	
I-694	Appeal	\$545	
I-695	Replace Temporary Resident Card or Employment Authorization Document: filing + biometric	\$210	
I-698	Temporary Resident's Application for Permanent Resident Status		
	Filed within 31 months after granted temporary resident: filing + biometric =	\$1,450	
	Fled later: filing + biometric =	\$1,490	
I-817	Status under Family Unity Program If under 14	\$440	
	All others: filing + biometric =	\$520	

Please be sure you include the correct fee. Cases with the wrong fee will be rejected. You payment must be in U.S. dollars. Checks and money orders must be from U.S. institutions. Do not mail cash. Checks are accepted subject to collection. Make your check out to "Department of Homeland Security" except that:

- 1. If you are filing an I-881 with the Immigration Court, make your payment out to "Department of Justice."
- 2. If you live in Guam, make your payment out to "Treasurer, Guam."
- 3. If you live in the U.S. Virgin Islands, make your payment out to "Commissioner of Finance of the Virgin Islands."

Please spell the name out completely. Do not use initials, such as DHS. Filing and biometric fees cannot be refunded. We may use electronic check conversion for the payment process. Our returned check fee is \$30.

**Fee Waivers.** USCIS has already waived fees for certain kinds of cases and circumstances. In certain other instances, an applicant or petitioner who believes that he/she is financially unable to pay that fee, even through others must pay that fee, can apply for a fee waiver. Waiver requests can only be considered for the following forms: I-90; I-751; I-765; I-817; N-300; N-400; N-470; N-565, N-600; N-600k; I-485 if adjustment of status is based on asylum status, on "T" or "U" non-immigrant status, on an approved self-petitioning battered or abused spouse, parent or child of a U.S. citizen or Permanent Resident, or to whom the public charge provisions do not apply; and the I-290B and N-336 appeals and motions for the above forms. For more information about how to apply, and how to prove eligibility for a waiver, see our website or call us at 1-800-375-5283.

Copies of Documents. If you are applying to renew or replace a card or USCIS document, and the instructions ay to include your current one when you apply, then you must submit your actual card or document. For all other applications and petitions you can submit legible photocopies of documents such as a Naturalization Certificate, birth certificate, marriage certificate, divorce decree or Permanent Resident Card. Any copy must be a complete copy of the front and back. As we process your case, we may ask you for the original for verification.

**Adjustment Applications and Ancillary Benefits.** The new application fee for an I-485 is a package fee that includes associated EAD and advance parole applications. Thus, if you file an I-485 with the fee listed above, while you will still need to submit applications for an EAD and advance parole, you will not need to pay a separate fee so long as your adjustment application is pending. However, if you filed your I-485 before this fee change, to apply for or renew your EAD or advance parole, you must file a new application with the new fee for those applications.

#### **ESOL Framework Glossary**

**Academic achievement standards.** The expected performance of students based on measures of academic achievement; for instance, "All students will score at least 76 percent correct on the performance-based assessment."

**Academic content standards.** Standards developed to demonstrate what is expected of all students in the content areas.

**Academic English.** The National Center for Research on Cultural Diversity and Second Language Learning defines academic language broadly to include:

- 1. Semantic and syntactic features such as vocabulary items, sentence structure, transition markers, and cohesive ties; and
- 2. Language functions and tasks that are part of the social studies classroom routine, such as defining terms, explaining historical significance, reading expository text, and preparing research reports.

Academic English is also defined as the ability to read, write, and engage in substantive conversations about math, science, history, and other school subjects.

**Academic (or basic) skills-based approach.** Focus on skill development in reading, writing, and English language acquisition. Basic skills curricula usually consist of a sequence of skills that are introduced and practiced at higher levels of complexity as students advance within the program.

**Accommodation.** Adapting language (spoken and/or written) to make it more understandable to second language students. In assessment, accommodations may be made to the presentation, response method, setting, or timing/scheduling of the assessment.

**Accountability.** The extent to which a teacher and/or program is held responsible for meeting specified outcomes measures. Accountability systems require programs to provide substantiated evidence a student achievement (e.g., educational achievement, entry into employment, receipt of a high school credential) as a condition of funding.

**Adapted material.** Authentic texts and other materials that have been modified for lower-level or struggling students. The format, vocabulary, grammatical forms, or sentence structure of authentic materials can be adapted. (See "Simplified materials" and "Authentic materials.")

**Additive bilingualism.** One of two contextual concepts which explain the possible outcomes of second language learning. Additive bilingualism occurs in an environment in which the addition of a second language and culture does not replace the first language and culture; rather, the first language/culture are promoted and developed, such as in dual-language programs or developmental bilingual education programs. Additive bilingualism is linked to high self-esteem, increased cognitive flexibility, and higher levels of proficiency in the second language. The opposite of subtractive bilingualism.

**Adjective.** A word that describes a noun; often answers the question "What kind of . .?" (The *big* dog.)

**Adverb.** A word that describes a verb, an adjective or another adverb. Some types of adverbs are:

- a. Frequency always, usually, often, sometimes, seldom, never, etc.
- b. Manner slowly, quickly, carefully, happily, sadly, etc.
- c. Time after, before, when, while, since, until, etc.

**Affective filter.** A metaphor that describes a learner's attitudes that affect the relative success of second language acquisition. Negative feelings such as lack of motivation, lack of self-confidence, and learning anxiety act as filters that hinder and obstruct language learning.

**Affective strategies.** Strategies that link learning with feelings, a powerful influence on storage and retrieval of learning. These strategies focus on motivation, anxiety, and self-encouragement.

**Affirmative verb forms.** Regular or positive forms (e.g., I eat pizza. He eats tacos.).

**Affix.** A meaningful form that is attached to a word to make a more complex word (un + kind + ness); a word part that is added to a base word that changes the meaning or the part of speech; both prefixes and suffixes are affixes.

**Alignment.** A documented connection among standards, teaching, learning, and assessment. Alignment is essential to fairness in an accountability system. Only when the components are aligned can programs expect to see higher outcomes and sustainable program improvement.

**Antonym.** A word of opposite meaning (e.g., "hot" and "cold" are antonyms).

**Article.** A function word that specifies whether a noun is definite (the) or indefinite (a, an).

**Assessment.** The process for monitoring and evaluating student performance and achievement. Assessment methods include standardized tests (BEST Literacy *and* BEST *Plus* or CASAS) and informed non-standardized assessment measures such as observations, projects, interviews, portfolios, quizzes, etc. Assessments can be conducted at the individual, classroom, program, state, and national levels.

**Audiolingual approach.** A behavioristic approach to language learning, which stems from the belief that the ability to make a sound or use correct grammar is an automatic, unconscious act. Instruction is teacher-centered and makes use of drills and dialogue. Vocabulary and sentence patterns are carefully graded and introduced in a sequence. Skills of listening and speaking are introduced before reading and writing, and emphasis is placed on accuracy of pronunciation and grammar. The aim is for the student to gain an automatic, accurate control of basic sentence structures, sounds, and vocabulary. The approach was very popular in the 1950s and '60s, but its use has declined in favor of the communicative approach.

**Aural discrimination.** Recognition of the meaningful differences between spoken sounds, words, or phrases.

**Authentic assessment.** Multiple forms of assessment reflecting student learning, achievement, motivation, and attitudes on instructionally relevant classroom activities. Examples of authentic assessment include performance assessment, portfolios, and student self-assessment.

**Authentic materials.** Actual reading or listening materials (aural, oral, written, visual), not modified or simplified, from the real world (e.g.,newspaper articles, pamphlets, radio broadcasts). (See "Adapted materials" and "Simplified materials.")

**Autobiography.** A biography of a person told or written by him/herself.

**Auxiliary.** A verb or helping verb such as *will, shall, may, might, can, could, must, ought to, should, would, used to, need* are used in conjunction with **main verb** to express shades of time and mood.

**Auxiliary verb.** A verb that accompanies another verb and is used to express person, number, mood, or tense (e.g., is, were, can, do, doesn't, should, have).

**Background knowledge.** Existing knowledge that the student already has. In the second language comprehension process, at least three types of background are potentially activated: (1) linguistic information, (2) knowledge of the world (one's store of concepts and experiences), and (3) knowledge of discourse structures or how various types of authentic discourse (e.g., conversations, radio broadcasts, newspaper articles, political speeches) are generally organized.

**Baseline data.** Data (test scores, behavioral data, etc.) that are collected before an intervention program begins, or at the beginning of a program. For instance, to measure improvement on an EFL, it is necessary to have baseline data indicating how well the students are initially or currently performing.

**Basic features of a text.** The different parts of a book: title page, contents page, glossary, index, etc..

**Basic Interpersonal Communication Skills (BICS).** A language proficiency theory, BICS is often referred to as "playground English" or "survival English." It is the basic language ability required for face-to-face communication where linguistic interactions are embedded in a situational context. This language, which is highly contextualized and often accompanied by gestures, is relatively undemanding cognitively and relies on the context to aid understanding. BICS is easily and quickly acquired than CALP, but is not sufficient to meet the cognitive and linguistic demands of an academic classroom. (See "Context-embedded language.")

**Basic personal demographic information.** Name, address, city, state, zip, phone number, age, nationality, marital status, social security number, etc.

**Basic survival situations.** Situations that require the use of the language to communicate the wants, needs, and desires of the student, such as talking to the landlord, child's teacher, people at the store, the boss, others at work, emergency services, doctors, etc.

**Benchmarks.** Indicators that describe a specific, detailed set of skills students need to develop and achieve in order to meet the more broadly stated content standards. Benchmarks reference specific proficiency levels in terms that are concrete and observable, and serve as checkpoints to monitor a student's progress toward meeting a standard. Benchmarks provide "seeing" and "documenting" of standards before, during, and after instruction. Benchmark statements are provided for each content area (*i.e.*, listening, speaking, reading, and writing) and six educational functioning levels of NRS. (See "Indicators.")

**Bias.** When the content or language of a document reflects a prejudice or stereotype of a particular group, it may be considered "biased." Bias may hinder learning and can be found in references to age, gender, racial/ethnic, cultural, disability, socioeconomic, community (rural, urban, or suburban), and/or linguistic groups in the populations of adult students to be served.

**Bicultural.** Identifying with the cultures of two different language groups. To be bicultural is not necessarily the same as being bilingual, and vice-versa.

**Bilingual education.** An educational program in which two languages are used to provide content matter. Enacted in Congress in 1968, it established a discretionary competitive grant program to fund bilingual education programs for economically disadvantaged language minority students, in recognition of the unique educational disadvantages faced by non-English-speaking students.

**Bilingualism.** The ability to use two languages. However, defining bilingualism is problematic since individuals with varying bilingual characteristics may be classified as bilingual. There may exist distinctions between ability to use of a language; variation in proficiency across the four language dimensions (listening, speaking, reading, and writing); differences in proficiency between the two languages; variation in proficiency due to the use of each language for different functions and purposes; and variation in language proficiency over time. People may become bilingual either by acquiring two languages at the same time in childhood, or by learning a second language sometime after acquiring their first language.

**Biliteracy.** The ability to effectively communicate or understand thoughts and ideas through two languages' grammatical systems and vocabularies, using each language's written symbols.

**Biography.** The story of a person's life as told or written by someone else.

**Blend.** A combination of two or more adjacent consonant phonemes pronounced rapidly (*e.g.*, /bl/ in blue).

**Body language.** Nonverbal communication by means of facial expressions, eye behavior, gestures, posture, and the like. Body language expresses emotions, feelings, and attitudes, sometimes even contradicting the messages conveyed by spoken language. Some nonverbal expressions are understood by people in all cultures; other expressions are particular to specific cultures. (See "Nonverbal communication.")

**Characters.** The actors in a story.

**Choral reading.** Reading in unison; students support each other and the reading is usually smoother, especially if the teachers is in the "chorus."

**Chunking.** Putting small groups of words together into meaningful phrases. We tend to speak in chunks that reduce the energy required for processing language. This is also a teaching technique where the teacher speaks to give directions and information (7-11 minutes), then the students "chew it" by discussion, writing, etc. (Also called Chunk and Chew).

**Circumlocution.** A strategy used by a student who does not know or cannot recall a word, but wants to express a concept. Instead of using a concise term, a speaker will use a string of words to express the same meaning (e.g., "the wife of your father's brother" is a circumlocution for "your aunt").

**Code-mixing.** Used to describe the mixing of two languages at the word level (i.e., one word in the sentence is in a different language).

**Code-switching.** Used to describe any switch among languages in the course of a conversation, whether at the level of words, sentences, or blocks of speech. Code-switching most often occurs when a person who is bilingual is in the presence of another bilingual individual.

**Cognates.** Words having a common linguistic origin (e.g., *café* and *coffee* derive from the Turkish *kahve*). (See "False cognates.")

**Cognitive/Academic Language Proficiency (CALP).** The language ability required for academic achievement in a context-reduced environment. Examples of context-reduced environments include classroom lectures and textbook reading assignments.

**Cohorts.** A group of students educated together.

**Collocation.** A predictable combination of words that commonly go together. For example: Some words that collocate well with *work* are *full-time work*, *work area*, *work smoothly*, and *challenging work*. Collocates are important in ESOL because they help to explain why some learner language is grammatically correct and the meaning is apparent, yet the utterance seems strange. For example, in North America, *teeth* collocates with *brush*, as in *I am gong to brush my teeth*, whereas *I am going to clean my teeth* is a grammatically correct and comprehensible sentence but seems awkward and is something a native speaker would not ordinarily say.

**Colloquial speech.** Used in familiar and/or informal conversation or writing.

Common Underlying Proficiency (CUP). Cummins's theory that two languages work in an integrated manner in one underlying, central thinking system. Skills that are not directly connected to a particular language, such as subtraction, using a computer, or reading, may be transferred from one language to another once the concept is understood since they exist as part of the common proficiency. Skills that are specific to a language (idioms, punctuation) may be kept separate. The opposing theory is Separate Underlying Proficiency (SUP).

**Communicative-based English as a second language.** The theory that language is acquired through exposure to meaningful and comprehensible messages, rather than being learned through the formal study of grammar and vocabulary. The goal of communicative-based ESOL is communicative competence.

**Communicative competence.** The ability to interact appropriately with others by knowing what to say, to whom, when, where, and how.

**Comparative.** A form of an adjective, adverb, or noun that is used to express differences between two items or situations (e.g., Juan is *taller* than Miguel. He works *more quickly* than she does. That machine makes *more noise* than this one.)

Competency-based/life skills approach. An approach that focuses on the functional use of reading, writing, and speaking skills in adult contexts. Competency-based or survival curricula offer a list of competencies in topic areas such as consumerism, health, or employment. Students identify important competencies and then develop the basic reading, math, and language skills they need to complete a real-life or functional task.

**Complex sentences.** A sentence made up of two simple sentences that are joined by a coordinate conjunction, punctuation, or both (e.g., She likes to take the subway, *but* she doesn't like to take the bus. She likes to take the subway; she doesn't like to take the bus.)

**Components of performance.** A series of statements that collectively define each standard "in practice." They describe the steps or process of the content area.

**Compound sentences.** A sentence made up of two simple sentences that are joined by a coordinate conjunction, punctuation, or both (e.g., or, and, but). A subordinating conjunction connects a dependent clause to an independent clause in order to complete the meaning of the dependent clause (e.g., after, although, as because, before, if, since, when, where, while, and soon).

**Comprehensible input.** An explanation of language learning when language acquisition is a result of students being exposed to language constructs and vocabulary that are slightly beyond their current level. This "input" is made comprehensible to students by creating a context that supports its meaning.

Concurrent translation. A bilingual teaching approach in which the teacher uses two languages interchangeably during instruction. When not carefully planned, this approach may lead to pedagogically random code-switching which may not meet instructional objectives. In addition, students often learn to tune out the language they do not understand and wait for the information in the language they do understand.

**Conditionals (if clauses).** Sentence structures used to state a cause-and-effect event or situation (e.g., *If* it rains, the game *will be cancelled*. *If* it rained, the game *would be cancelled*. *If it had* rained, the game *would have been cancelled*.). Forms used to state a cause-and-effect event or situation, or state a situation that will cause a particular result, as follows:

Present/future real or Conditional 1 is used when the action of the if-clause is probable. If + present, will + root form of the verb. *If it rains, I will go home early.* 

Present/future unreal or Conditional 2 is used when the action of the if-cause is improbable or unlikely. If + past, would (could, should) + root form of the verb. *If I had a million dollars, I would quit my job.* 

Past/unreal or Conditional 3 is used when the action of the if-clause is impossible. If + past perfect, would have + past participle of the verb. *If I had grown to 10 feet, I would have had a lucrative NBA contract.* 

**Congruence.** When a content standard coincides exactly with the document(s) with which it must align.

**Conjunction.** A word used to join thoughts: *and, but, or, however.* 

Connected speech. Spoken language simplified so that sounds run into one another, or are reduced, left out, contracted, or blended. Connected speech is commonly used in the informal speech of native speakers. One important effect of connected speech is that the boundaries between words become blurred. While this may not represent a particular problem for a native speaker, a non-native speaker who has been taught to recognize individual words and short sentences in their idealized citation forms may have difficulty comprehending. (See "Linked words" and "Reduced speech.")

**Content area** A subject or discipline such as reading, mathematics, science, or English language acquisition. Language proficiency (English or other language) may affect these areas, but is not included. Assessments of language proficiency differ from those of language arts.

**Content-based ESOL.** Making use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive, and study skills. English is used as the medium of instruction.

**Content-based instruction.** Instruction using subject matter such as life skills topics (*e.g.*, *housing*, *work*), themes, or academic course materials (*e.g.*, *math*, *science*, *social studies*) as a basis for language teaching.

**Content or context clues.** Information found in the material that helps decide the meaning of a word or phrase.

**Content standards.** Standards that describe what students should know and be able to do within a specific content area.

**Content words.** Words that are stressed within a sentence; words that carry the most meaning; for example, nouns, verbs, or adjectives. (See "Function words.")

**Context clues.** Information found in the written material that helps decide the meaning of a word or phrase in order to maintain reading or listening comprehension fluency. Readers and listeners can use context clues to determine the meaning of words by using the other words around the term in a sentence or surrounding sentences to determine a logical definition.

**Context-embedded language.** Communication occurring within a context that assists with comprehension (e.g., visual clues, gestures, expressions, specific location). Language where there are plenty of shared understandings and where meaning is relatively obvious due to help from the physical or social nature of the conversation.

**Context-reduced language.** Language where there are few clues as to the meaning of the communication apart from the words themselves. The language is likely to be abstract. Examples: textbook reading, classroom lecture.

**Contextualized.** Sounds, vocabulary, and grammar presented within a meaningful context to facilitate learning (e.g., the grammatical structure of commands taught within the context of a doctor's visit: Open your mouth. Raise your arms.).

**Contradiction.** Occurs when a content standard is inconsistent with or in opposition to the document(s) with which it must align.

**Core concept.** An articulation of the importance of the subject of a given framework to the lives of adult students.

**Criterion-referenced test.** A test designed to determine whether students have mastered specific content, allowing comparison with assessment data from other students taking the same assessment.

**Cultural allusion.** Implied reference to a specific culture; something that is generally known within a culture.

**Curriculum.** Provides *detailed* outlines of the knowledge and skills for different instructional levels (*e.g.*, *a scope and sequence*) and serves as a road map for teachers in planning lessons. Curricula often provide suggestions for teaching techniques, learning activities, textbooks, and materials.

**Curriculum framework.** A *broad* outline of the knowledge and skills that programs use in developing local curricula. Frameworks guide the development of curriculum but do not specify how to teach the curriculum.

**Decode.** Translating letters into the sounds of spoken language so as to pronounce or read a visually unfamiliar word. Often referred to as "sounding out" a word. Uses various strategies (phonics, content or context clues, root word, etc.) to find a meaning or pronunciation for a word. The reader locates cues such as letter-sound correspondences in a word that reveal enough about it to help in pronunciation or attaching meaning to it.

**Degrees of comparison.** Forms used with adjectives and adverbs (modifiers), as follows:

Positive or simple expresses no comparison.

Comparative—the "-er" or "more/less\_\_\_\_"—indicates an increase or decrease of the positive form; used to make a specific comparison between two things (He is bigger than she. She is more talkative than her friend. He drives more quickly than others.).

Superlative—the "-er" or "most/least\_\_\_\_"—indicates the greatest (or lest) degree among three or more things (She is the most talkative student in the class. He drives the fastest of all the racers.).

**Demonstrative.** A word that indicates a particular thing or things that are near or far; includes demonstrative adjectives (*this* girl, *those* apples) or demonstrative pronouns (*this*, *that*, *these*, *those*).

**Derivation.** Formation of a word from a related word base, or the identification of a word's historic origin.

**Descriptive passage.** A brief written account describing something.

**Developmental bilingual education.** A program that teaches content through two languages and develops both languages with the goal of bilingualism and biliteracy. (See "Late-exit bilingual education.")

**Dialogue.** Usually, a formalized or directed conversation focusing on a specific language form using authentic situations.

**Dialogue journal.** A type of writing in which students make entries in a notebook on topics of their choice, to which the teacher responds, modeling effective language, but not overtly correcting the student's language.

**Digraph.** Written symbol composed of two letters that represent one speech sound. There are consonant diagraphs (e.g., *ch*) and vowel diagraphs.

**Diphthong.** A single vowel phoneme resembling a "glide" from one sound to another (e.g., *oi /noise/*, *ou /sound/*).

**Discourse.** Communication in speech or in writing that is two or more sentences in length.

**Dominant language.** The language with which the speaker has greater proficiency and/or uses more often. (See "Primary language.")

**Dual language program/dual immersion.** Also known as two-way immersion or two-way bilingual education. Programs are designed to serve both language minority and language majority students concurrently. Two language groups are put together and instruction is delivered through both languages. The goals of the programs are for both groups to become biliterate, succeed academically, and develop cross-cultural understanding.

**Echo reading.** Teaching technique in which the teacher or tutor reads a phrase or sentence with inflection and indicates understanding. Then the student reads the same passage as an "echo."

**Embedded questions.** Questions that begin with phrases such as *Do you know...* or *Can you tell me...* and are followed by a noun clause that begins with *who*, *what*, *where*, *when*, *why*, *how*, or *if.* In the noun clause, the verb order is not transposed as it is in a questions (e.g., I don't know *where it is?*). (See "Embedded statements.")

**Embedded statements.** Statements that look as if they are questions inside of sentences. An introductory clause is followed by a noun clause that begins with *who*, *what*, *where*, *when*, *why*, *how*, or *if*. In the noun clause the verb order is not transposed as it is in a questions (e.g., I don't know *who he is*. I can't remember *where I put it*. I wonder *when she left*). (See "Embedded questions.")

**Endangered language.** One that has a dwindling number of speakers. Languages are endangered when their use is replaced by the majority language of a region or when they are no longer being learned by new generations of children or adult speakers. In the United States, many Native American languages are endangered or have become extinct. One method of preventing language extinction is the teaching of heritage languages in school.

English as a Second Language (ESL). Educational approach in which English language students are instructed in the use of the English language. Their instruction is based on a specific curriculum that typically involves little or no use of the native language, and focuses on language (as opposed to content). This approach focuses on teaching English language and literacy skills to non-native speakers of English. Other commonly used terms include English for Speakers of Other Languages (ESOL), English Language Acquisition (ELA), and English language learners (ELL).

**English for Speakers of Other Languages (ESOL).** See English as a Second Language (ESL).

**English Language Acquisition for Adults (ELAA).** The process by which the listening/speaking, reading, writing, functions, grammar, and mechanics of the English language are taught to adults who speak languages other than English.

**English Language Development (ELD)** Instruction designed specifically for English language students to develop listening, speaking, reading, and writing skills in English. This type of instruction is also know as "English as a second language" (ESL), "teaching English to speakers of other languages" (TESOL), or "English for speakers of other languages" (ESOL).

**English language learner (ELL).** Student whose first language is not English and who is in the process of learning English.

**English language proficiency (ELP).** Indicates how much English language proficiency (reading, writing, speaking, listening, and comprehension) students are expected to gain each year.

**English-only.** (1) Umbrella term that is used to refer to different federal and state legislative initiatives and various national, state, and local organizations, all of which involve the effort to make English the official language of the United States. The initiatives and organizations vary in the degree to which they promote the suppression of non-English languages. (2) In a school

setting, a mainstream class for native English speakers, fluent English proficient students, or redesignated fluent English proficient students, where all instruction is provided through English with no accommodations or special assistance for limited English proficient (LEP) students.

**Entry criteria.** Set of criteria for a designation of students.

**Evaluation.** Review, comparison, and judgement of the quality of work based on established criteria. Summative evaluation is usually done at specified "end points" through formal standardized measures.

**Evidence-based.** Educational program by which success is demonstrated through sound evaluation and/or true experimental research.(See "Scientifically-based.")

**Exemplars.** Samples of student work that illustrate the type and complexity of performance expected at different instructional levels.

**Exit criteria.** A set of criteria for ending services for English language students, placing them in mainstream English only classes as fluent English speakers. Usually based on the student's performance on an English language proficiency test with standardized test scores (BEST Literacy *and* BEST *Plus*, or CASAS).

**Exiting rate.** The rate at which students are moved from ESOL programs to mainstream Englishonly programs.

**Expository.** Explaining or conveying information; explanatory.

**Expressive language.** Spoken language.

**Extemporaneous.** Not planned beforehand; impromptu.

**False cognates.** Words that are similar or the same as words in another language but have a different meaning (e.g., the English word *embarrassed* and the Spanish word *embarazada*, are similar in form, but the meaning of *embarazada* [pregnant] is not similar to the meaning of *embarrassed*.) (See "Cognates.")

**False start.** When a student begins to speak, but stops and restarts using a more correct form.

**Familiar.** Information the student has learned from previous lessons or knows from life experience versus the unfamiliar (a new subject or topic for student).

**Figurative language.** Language that communicates ideas beyond the ordinary or literal meaning of the words (e.g., using simile, metaphor, hyperbole, personification).

**Fluency.** Speaking fluency refers to the ability to produce rapid, flowing, natural speech, but not necessarily grammatically correct speech. Written fluency is deft, cohesive writing created quickly and easily. Reading fluency refers to the ability to read words and texts with relative ease, but fluency does not necessarily imply reading with comprehension.

**Focus groups.** Structured interviews with eight to 12 individuals in which a facilitator guides discussion around a set topic. Focus groups allow the facilitator to ask probing questions to gain an understanding of the participants' reactions, opinions, and suggestions.

**Formulaic speech.** English expressions that low-level students memorize as un-analyzable wholes, such as greetings. (See "Learned phrases.")

**Fossilized speech.** Speech produced by a student who has plateaued or stopped learning, but continues to use nonstandard grammatical forms. Often neither error correction nor explicit grammatical explanation has any effect on errors (e.g., a learner omits verbs to *be/to do*, producing speech like "Where he go?" or "What you doing?").

**Function words.** Words that express a relationship between the grammatical elements of a sentence. Function words include articles, auxiliary verbs, personal pronouns, possessive adjectives, demonstrative adjectives, prepositions, and conjunctions. (See "Content words.")

**Functional text.** Written material with a special purpose.

**Future perfect tense.** The tense that is used for actions that will continue up to a time in the future (e.g., I will have been in Phoenix for 35 years in May).

**Future perfect progressive (continuous tense).** The tense that is used to state the duration of an action that will be in progress before another time in the future (e.g., I will have been sleeping for two hours by the time he gets home).

**Future progressive tense.** The tense that is used for stating what will be happening at a certain time in the future (*e.g.*, *At 10:30 tomorrow he will be working*).

**Future tense.** The tense that is used for future actions; often expressed with "will" or "going to" + a verb (e.g., I will visit Hawaii on my next vacation. I am going to buy my tickets next week.).

**Genre.** A literary category. The main literary genres are fiction, nonfiction, poetry, and drama.

**Gerund.** The *-ing* form of the verb that is used as a noun, such as *sitting*, *eating*, or *talking* (e.g., *Talking* on the phone is a teenager's main occupation).

**Gist.** An overall or generalized understanding of a piece of communication. A learner can gain meaning and understand what is happening even if he/she can't understand every phrase or sentence. The listener picks up key words, intonation, and other clues to guess at the meaning. The reader tries to locate key words and context clues to guess at the meaning.

**Grammar-translation approach.** Approach in which students are expected to memorize vocabulary and verb declensions, learn rules of grammar and their exceptions, take dictation, and translate written passages. The emphasis is on literacy development rather than the acquisition of oral/aural skills.

**Graphic organizer.** Visual aid used to organize information so it can be more easily represented, recalled, or understood (*e.g.*, *word web*, *Venn diagram*, *chart*, *table*). (See "K-W-L chart," "Mind map," "Venn diagram.")

**Group or pair work.** Students work in pairs or small groups to practice skills, such as a dialogue, describing something, or asking for information.

**Guided writing.** The teacher and students (or pairs or small groups of students) use the writing process steps together: brainstorming, drafting, revising, editing, to produce a final written product.

**Guiding principle.** An underlying tenet or assumption that describes effective learning, teaching, and assessment in a subject area.

**Habits of mind.** A disposition, tendency or practice that strengthens and supports lifelong learning.

**Habitual past.** The tense that is used for describing actions that were a regular occurrence in the past. Uses both *used to* and *would* (e.g., I used to wake up late. I would wake up late every day.)

**Heritage language.** The language a person regards as his/her native, home, and/or ancestral language. This covers indigenous languages (*e.g.*, *Navajo*) and in-migrant languages (*e.g.*, *Spanish in the U.S.*).

**High-frequency words.** Words that appear repeatedly in printed material. High-frequency words include a large number of function words (articles, auxiliary verbs, pronouns, possessive adjectives, demonstrative adjectives, prepositions, and conjunctions), and common nouns, verbs, adjectives, and adverbs. (See Sight vocabulary.)

**Home language.** The language a student speaks at home, with family.

**Homographs.** Words that are spelled alike but are different in meaning and pronunciation (e.g., the noun *conduct* and the verb *conduct*; or the noun *lead* and the verb *lead*).

**Homonym.** One of two or more words that have the same sound and often the same spelling but differ in meaning; such as *to*, *two*, and *too*; or *bank* (embankment) and *bank* (place where money is kept).

**Homophones.** Words that are pronounced alike but are different in meaning and spelling (e.g., son/sun; ewe/you).

**Idiom or idiomatic expression.** A phrase or expression that means something different from what the words actually say (e.g., "over his head" means "something he doesn't understand").

**Immersion.** An approach to teaching language in which the target language is used exclusively to provide all instruction.

**Immersion bilingual education.** Schooling where some or most subject content is taught through a second language. Students in immersion bilingual programs are usually native speakers of a majority language.

**Imperative verb form.** Command (e.g., Sit down!).

**Indicators.** Measurable behaviors that reflect the skills and knowledge students need to develop and achieve to master content standards. (See "Benchmarks.")

**Inference.** Activities performed by a reader or listener in drawing conclusions that are implied but not explicit in what is written or said (verb: to infer).

**Inflection.** Change in voice or pitch during speech; a change in the form of a word indicating grammatical features such as number, person, or tense.

**Information gap.** Oral language activities in which a student is rated on his/her success in describing information that is kept from a partner, such as a picture, map, or object.

**Informational text.** Written material that gives information to the reader.

**Instructional conversations.** The teacher encourages discussion-based lessons focusing on an idea or students' experience lessons geared toward creating opportunities for students' conceptual and linguistic development. Through teacher interactions and instruction, the students are guided to increasingly sophisticated levels of understanding.

**Interpret.** To gather the information correctly from the material; to explain and understand the material.

**Intonation.** The melody, pitch, or canter of speech.

**Invented spelling.** Spelling based on letter-sound and word knowledge that approximates conventional spellings. Invented spelling is not the same as "spell it any way you wish," but is a reasoned, linguistic approximation appropriate for the student's developmental knowledge of letters and sounds. Invented spelling speeds up writing and encourages broader use of words (e.g., a student who isn't sure how to spell *stairs* generalizes the vowel sound based on words he/she know how to spell, and spells the word *sters*).

**Irregular formation.** Forms that do not align with the rules.

**Irregular verb.** A verb that forms the simple past differently than regular verbs. Irregular verbs can have the same form in simple present and simple past (e.g., put) or a different from (e.g., went).

**Jargon.** The technical language of a specialized field.

**K-W-L chart.** Type of graphic organizer that helps students draw on what they *know*, focus on *what* they want to learn, and identify what they have *learned*. To create a K-W-L chart, students draw three columns. In the first column, they write what is already known about a topic. In the second column, they write questions about the topic. In the third column, they write important information and answers to the questions after reading or studying about the topic. K-W-L charts can be completed as a class with the teacher or independently. (See "Graphic organizer," "Mind map," "Venn diagram").

**Key words.** Words that carry significant meaning in the utterance or text, as opposed to words that may have a grammatical function and whose meaning may not be crucial for comprehension.

**Language acquisition.** The process of acquiring a first or second language. Some linguists distinguish between acquisition and learning of a second language, using the former to describe the informal development of a person's second language and the latter to describe the process of formal student of a second language. Other linguists maintain that there is no clear distinction between formal learning and informal acquisition. The process of acquiring a second language is different from acquiring the first.

**Language attrition.** The gradual (over time) loss of a language within a person or language group.

**Language experience approach.** An approach to literacy development based on the idea that students can learn to write by dictating to the teacher what they already know and can express verbally, and that they can then read what has been written. Hence, the students' first reading materials come from their own language repertoire.

**Language experience approach to reading.** The student tells a story to a teacher, who scribes the student's words. The story becomes the basis for literacy instruction.

**Language functions.** The different ways language can be used, such as greeting, describing, giving directions, expressing emotions, clarifying, checking, making excuses, etc.

**Language maintenance.** The protection and promotion of the first or native language of an individual or within a speech community, particularly among language minorities (through bilingual education, for example). The term is often used with reference to policies that protect and promote minority languages.

**Language majority.** A person or language community that is associated with the dominant language of the country.

**Language minority.** A person or language community that is not from the dominant language group. In the U.S., a language-minority child may be bilingual, limited-English proficient, or English monolingual.

**Language proficiency.** To be proficient in a second language means to effectively communicate or understand the ideas through the language's grammatical system and its vocabulary, using its sound symbols. Language proficiency is composed of oral (listening and speaking) and written (writing) components, as well as academic and non-academic language.

**Learned phrases.** Common, often-used or -repeated English expressions, in the form of slang, idioms, or high-exposure spoken language. (See "Formulaic speech.")

Learner's 1 (L1). A learner's first or native language.

Learner's 2 (L2). A learner's second language.

**Learning style.** A learner's preferred way of receiving, organizing, and retaining information, including visual, auditory, or tactile.

**Lexicon.** In a teaching context, all the words the student knows.

**Limited English proficient (LEP).** The term used by the federal government and most states and local school districts to identify those students who have insufficient English to succeed in English-only classrooms. The terms "English language learner" (ELL) or "English learner" (EL) may be used in place of LEP.

**Linguicism.** A form of racism in which groups are defined and discriminated against because of the language they speak. Linguicism may also be defined as the absence of certain rights, including a person's right to learn or identify with his/her native language, and the denial of a person's right to use his/her native language in official situations. Since 1992, the U.S. courts have recognized another form of linguicism: discrimination against immigrants due to accent.

**Linguistically and culturally diverse (LCD).** Term commonly used to identify individuals from homes and communities where English is not the primary language of communication, although the individual may be a bilingual or monolingual English speaker.

**Linked words.** Also known as elision. The last consonant of the first word is joined to the vowel starting the second word (e.g., Get out! /getout/; we're ready? /we'reready/). (See "Connected speech" and "Reduced speech.")

Local educational agency (LEA). A local school district.

Main idea. The central topic or point.

**Mainstream.** Classes designed for native or fluent speakers of English, in which no accommodations are made for English Language Learners.

Maintenance Bilingual Education (MBE). Late-exit bilingual education or developmental bilingual education, a program that uses two languages—the student's primary language and English—as the means of instruction. Instruction builds upon the student's primary language skills and develops and expands the English language skills of each student, enabling him/her to achieve competency on both languages.

**Mechanics.** Punctuation, capitalization and other rules of writing, spelling, and vocabulary use.

**Metacognition.** Thinking about one's own thinking or learning process. Metacognition refers to higher-order thinking involving active control over the cognitive processes engaged in learning. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature.

**Metalinguistic skills.** The ability to talk about language, analyze it, think about it, separate it from context, and judge it. Metalinguistic skills, such as phonemic awareness and sound-to-symbol correspondence, are regarded as key factors in the development of reading and may be prerequisite to late language acquisition in reading and writing. Research shows that balanced bilinguals have increased metalinguistic awareness in their abilities to analyze language and their control of internal language processing.

**Mind map.** Type of graphic organizer used for developing ideas and organizing information. Mind mapping helps to identify central ideas, the relative importance of other ideas, and how they are connected. A main or central word or image is placed in the center, and then key words, symbols, images, and abbreviations are added as sub ideas. Sub-ideas should be on lines that ultimately connect to the center. Each new line should be open, allowing space for more connections to sub-ideas farther from the center. Mind maps are used for pre-writing activities, note taking, developing grocery lists, brainstorming sessions, etc. (See "Graphic organizer," "K-W-L chart," "Venn diagram.")

**Minimal pairs.** Pairs of words that have only one different sound (e.g., pit, bit; sit, set).

**Modals.** Auxiliary verbs that express ability, authority, formality, politeness, and degrees of certainty (e.g., can, could, should, will, would, must, may, might).

**Modeling.** In a teaching context, showing others how to do something by doing it while they observe.

**Monitor.** To watch, check, guide, observe, and assist.

**Migrant education.** Education programs established mainly to meet the needs of children of farm laborers, who often face such challenges as poverty, poor health care, limited English proficiency, and the readjustments of moving often from school to school.

**Monitor model.** Used as part of the conscious process or error correction in language production. The monitor plays only a minor role (when compared to the role of acquisition) in developing fluency.

**Mother tongue.** This term variously means (1) the language learned from the mother, (2) the first language learned, (3) the "mother tongue" of an area or country, (4) the stronger (or dominant) language at any time of life, (5) the language used most by a person, (6) the language toward which the person has the more positive attitude and affection. (See "Native language.")

**Multilingualism.** The use of three or more languages. (See "Bilingualism.")

**Multiple meanings.** Words that have more than one definition dependent on the use in context within a sentence or passage (e.g., Manny *hit* a home run. "With or Without You" by U2 was a *hit* in the 1980s).

**Narrative passage.** A brief recitation of details of a story or a series of events in either written or oral format.

**National Association for Bilingual Education (NABE).** A professional association of teachers, administrators, parents, policymakers, and others concerned with securing educational equity for language minority students.

National Clearinghouse for English Language Acquisition (NCELA) and Language Instruction Education Programs. Organization funded by the U.S. Department of Education (<a href="http://www.ed.gov">http://www.ed.gov</a>), Office of English Language Acquisition, Language, Enhancement, and Academic Achievement for Limited English Proficient Students (ELA) (<a href="http://www.ed.gov/offices/OELA">http://www.ed.gov/offices/OELA</a>) to collect, analyze, synthesize and disseminate information related to education of linguistically and culturally diverse students. (<a href="http://www.ncela.gwu.edu">http://www.ncela.gwu.edu</a>).

**National Reporting System (NRS).** Outcomes-based accountability system for state-administered, federally funded adult education programs. The NRS was designed to meet accountability requirements for adult education programs required by Title II of the Workforce Investment Act. (See <a href="http://www.nrsweb.org">http://www.nrsweb.org</a>.)

**Native language.** Language a person acquires first in life or identifies with as a member of an ethnic group. (See Mother tongue.)

**Native-language immersion.** Educational model in which students are taught through sheltered instruction in an endangered language, thus promoting the goals of revitalizing a community's vernacular and strengthening students' cultural identity, while fostering academic achievement.

**Native-language instruction.** The use of native language to translate unfamiliar terms or otherwise clarify lessons taught in English.

**Natural approach.** A methodology for fostering second language acquisition which focuses on teaching communicative skills, both orally and through written expression.

**Needs assessment.** Portrays what the students in a particular class need in terms of the day-to-day skills associated with a life skills unit to be studied.

**Negative verb forms.** Forms that say "no" (e.g., I don't eat tacos. He didn't eat pizza).

#### **NEP.** Non-English proficient.

**Newcomer program.** Program that addresses the specific needs of recent immigrant students, especially those with limited or interrupted schooling in their home countries. Major goals of newcomer programs are for students to acquire beginning English language skills along with core academic skills and to acculturate to the U.S. Some newcomer programs also include primary language development and an orientation to the student's new community.

**Nonverbal communication.** Aspects of communication that do not involve oral language or are used in conjunction with language (e.g., intonation, stress, pauses, gestures, facial expressions, eye contact, physical proximity, body language). (See "Body language.")

**Noun.** A person, place, thing, condition, state, idea, or concept.

- a. Count: Nouns that can be counted (dog, dogs) and take *many*.
- b. Mass: Nouns that can't be counted. They use a singular verb or take *much* (The *air* is humid. The *water* is cold. This tea has too *much* sugar.)
- c. Collective: Nouns that name a group of people of things as one unit. They can be singular or plural (e.g., family/families, band/bands, team, public; The team is on its way to victory. This family has four members. The families of the team members are at the airport).

#### Numerals. Numbers.

**Opportunity-to-learn standards.** Describe or specify the instructional conditions and resources necessary for adult students to learn and achieve content and performance standards. When provided with sufficient opportunity (e.g., equitable access, appropriate curriculum and materials, adequate facilities, and trained teachers), students can achieve the necessary knowledge and skills stated in the content standards.

**Outcomes.** Measures of achievement that result from participation in adult education. Within adult education, the NRS outcomes includes outcome measures for (1) retaining employment, (2) entry into employment, (3) post-secondary education and training, and (4) high school completion or (5) GED obtainment.

**Paraphrase.** To rephrase the wording of one's own or another's oral speech or written text. (e.g., *When were you born?* Can be paraphrased as *What is your date of birth?*).

**Paraprofessional educator.** Also known as an instructional aide and or teacher's aide; a person who provides assistance to classroom teachers. This person may provide instruction under the direct supervision of a classroom teacher, and may also help clarify instructional concepts/materials through the use of home language or other instructional support. Paraprofessionals must have at least an associate's degree.

**Parroting.** Rephrasing of student's statement using correct grammar.

**Participatory or student-centered approach.** Focuses on the expressed needs and interests of students. Participatory approaches build on students' prior knowledge and often use problemposing techniques to construct meaning generated from texts and situations that adults encounter in life.

**Participle adjectives.** A verb form ending in *-ing*, *-ed*, or *-en*. A participle functions like a verb because it can take an object; a participle functions like an adjective because it can modify a noun or pronoun (e.g., a *glowing* coal, or a *beaten* dog).

**Parts of speech.** There are eight parts of speech: noun, pronoun, verb, adjective, interjection, adverb, preposition, and conjunction.

**Passage.** A brief portion or section of a reading.

**Passive voice.** The form used when the action is more important than who did it, or when it is understood who did it (e.g., "John built the house in 1955" [active] versus "This house was built in 1955" [passive]; "Mary can solve the problem" versus "The problem can be solved"). Formed by using some form of the verb "to be" and the past participle of the main verb.

**Past perfect progressive (continuous) tense.** The tense that is used to say how long something had been happening before something else (e.g., They had been playing for 30 minutes when the storm hit).

**Past progressive (continuous) tense.** The tense that is used for actions that were happening at a certain time (e.g., I was eating when you called. They were working at 2:30 yesterday afternoon).

**Past tense.** The tense that is used for completed actions in the past (e.g., I ate the pizza yesterday. He went to the movies last night).

**Past perfect tense.** Tense that is used for an action that happened before another past action (e.g., When I arrived, they had already eaten).

**Performance assessment.** Any assessment that requires students to accomplish complex and significant tasks, while bringing to bear prior knowledge, recent learning, and relevant skills to solve realistic or authentic problems.

**Performance-based assessment.** Real-life or simulated tasks that require students to apply knowledge and skills, demonstrating achievement of the indicators or content standards. Performance-based assessments can be in the form of projects, presentations, tests, or writing tasks.

**Performance descriptions.** Descriptions stating what students should know and the ways they can demonstrate their knowledge and skills.

**Performance goal.** A statement of overall education goals (e.g., all ELL students will meet high academic standards, at a minimum attaining proficiency in reading/language arts and listening/speaking). Within each performance goal are embedded performance indicators, baseline and target data, as well as frequency of assessment measurements to ascertain progress toward goal obtainment.

**Performance indicator.** A breakdown of each overall performance goal into more manageable statements pertaining to specific content areas, often indicating whether students will meet the indicator and how performance will be assessed.

**Performance standards.** These describe how well or to what extent students meet content standards.

**Phoneme.** The smallest unit of sound in a language that is capable of signaling a difference in meaning (e.g., the /p/ sound in pit and the /b/ sound in bit differentiate the two words).

**Phonemic awareness.** The ability to hear, identify, and manipulate the separable sounds in words (e.g., The listener's ability to distinguish the three sounds [phonemes] in pet: /p/e/t/ from the three sounds in bet: /b/e/t/).

**Phonetically decode.** Pronunciation patterns, as well as stress and intonation patterns for words and sentences.

**Phonics.** Letter-sound relationships, and the related skills used in analyzing words into phonemes or larger units and blending them to form recognizable words (e.g., the *str*- pattern and the *-ing* pattern in *string* and the sounds they represent).

**Phrasal verbs.** Verbs that are used in common with other parts of speech, usually prepositions, that take on meanings of their own when combined with other parts of speech. Although phrasal verbs are written as a combination of two or more words, they act as if they a were one word (e.g., to go out with = to date, to bring up = to raise). They may consist of two or three parts:

- a. Two-part-get up, look out, drop off
- b. Three-part-catch up with, brush up on, come down with

**Pitch.** The highness or lowness of a sound.

**Plot.** The main storyline.

**Portfolio.** A purposeful collection of a student's work demonstrating acquisition and application of knowledge and skills. Portfolios are used to document and assess performance, achievement, or progress. They often include students' self-assessments.

**Portfolio assessment.** A systematic collection of student work that is analyzed to show progress over time with regard to instructional objectives. Student portfolios may include responses to readings, samples of writing, drawings, or other work.

**Possessive.** A word that indicates ownership.

- a. Adjective-my, your, his, her, their
- b. Pronoun-mine, yours, his, hers, theirs
- c. 's–John's. the cat's

**Predicate adjectives.** Predicate adjectives come after some form of the verb *be* or other linking verb (e.g., *taste*, *feel*, *turn*: Nami is *beautiful*. The train was *crowded*. For a while I felt *bad*.),

**Prefix.** A word part that is added to the beginning of a word that changes the meaning of the word (e.g., *un*- in *unhappy*).

**Preposition.** Connecting word; a word that shows the relationship of a noun or pronoun to some other word in the sentence.

- a. Time-in, on, at-I'll see you at 3:00 on the first Sunday in May.
- b. Place—in, on, at, between, under, over, etc.—*The book is on the table, between the lamps.*

**Pre-reading activities.** Activities that help the student to comprehend the reading material by explaining the vocabulary, discussing the major point or ideas, going over grammar points or author's point of view, etc.

**Present perfect tense.** The tense that is used for the unfinished past or the action that started in the past and continues till the present (e.g., I have lived in Phoenix since 1964. He has been in class for two months).

**Present perfect progressive.** The tense that is used to state the duration of an action that began in the past and continues to the present (e.g., I have been sitting here since seven. I've been thinking of you all day).

**Present progressive (continuous) tense.** The tense that is used for at the moment or temporary actions (I am typing right now. I am reading a book about world languages).

**Present tense.** The tense that is used for every day, usual and habitual actions (e.g., I eat pizza on Friday. He often eats tacos).

**Pre-teaching.** The teaching of vocabulary, grammar points, or subject matter before actual instructional activity takes place.

**Preview-review method.** A bilingual instructional approach in which content areas are previewed in one language, presented in the another, and reviewed in the first.

**Primary language.** The language in which bilingual/multilingual speakers are most fluent, or which they prefer to use. This is not necessarily the language first learned in life. (See "Dominant language.")

**Prior knowledge.** (See "Background knowledge.")

**Productive skills.** Students' ability to produce language by speaking or writing. (See "Receptive skills.")

**Proficiency level.** What students at a particular level know and can do in relation to what is being measured (e.g., a student can do "x, y, and z" in the Utah's ESOL Framework, Reading strand, proficiency level 5). Proficiency levels are not to be confused with a program's class design levels. Programs should use proficiency levels to closely crosswalk with their program class design levels (e.g., a student is at a proficiency level 4 and the class design consists of levels 4, 5, and 6).

**Program standards.** Describe the design, operation, and management of programs and services rather than individuals' skills and performances. Program standards address a full range of issues related to a program's design and delivery, including administration, staffing, intake, orientation, assessment, curriculum, instruction, professional development, and support services.

**Progress monitoring.** The ongoing review and assessment of a student's knowledge and skills, allowing teachers to identify strategies and materials that will help students gain the knowledge and skills to meet the content standards and their academic goals.

**Progressive tenses.** Verb tenses that expresses an action or situation in progress at a specific time. Also called continuous tenses. Progressive tenses include present (e.g., I am reading), past (e.g., I was reading), future (e.g., I will be reading), present perfect (e.g., I have been reading), past perfect (e.g., I had been reading), and future perfect (e.g., I will have been reading).

**Prompt.** To assist the student in starting to speak or write, or correcting their speech by indicating errors and/or by making suggestions.

**Pronoun.** Word used to take the place of a noun.

- a. Subject–I, you, he, she, it we, they
- b. Object–me, you, him, her, it, us, them
- c. Possessive-mine, yours, his, hers, ours, theirs
- d. Demonstrative-this, that, these, those
- e. Indefinite–all, any, both, each, either, everyone, many, none, several
- f. Reflexive–myself, yourself, himself, herself, itself, ourselves, themselves

**Pronoun referent.** Referring back to an item (called the antecedent) with a personal pronoun, possessive pronoun, demonstrative pronoun, definite article, etc. A pronoun must agree with the antecedent in number and gender (e.g., That's April. *She* works at my company.).

**Questions.** There are two general types of questions: yes/no questions and informational (often open-ended) questions. Informational questions begin with "who," "whom," "what," "where," "when," "why," "how," and "which" (e.g., Do you live in Boston? Where do you live?).

**Readability.** The reading level of difficulty of a written passage. Readability depends on factors such as length of words, length of sentences, grammatical complexity, and word frequency.

**Reading to students.** If the teacher/tutor reads the text first, students will do better with whichever approach comes next.

**Receptive language skills.** Understanding language that is heard or read. Students are not required to produce new language; they only have to understand the language they hear or read. (See "Productive skills.")

**Redesignation.** The process of changing the English proficiency status of a student from limited English proficient to fluent English proficient.

**Reduced speech.** The reduction of de-stressed syllables so that both consonants and vowels are less explicitly pronounced. Reductions can be within a word (e.g., int(e)rest), or in a phrase or sentence (e.g., *because* becomes *kuz*, and *want to* becomes *wanna*; *him* is pronounced as /im/ instead of /him/ in the sentence *She wants him to come*). (See "Connected speech" and "Linked words.")

**Register.** The variety of language appropriate to the level of formality in a particular social setting, the relationship among the participants, and the purpose of the interaction (e.g., *Hi*, *George*, vs. *Good afternoon*, *Mr. President* or *Open the window!* vs *Would you mind opening the window?*).

**Rejoinder.** A short response used in conversation. Rejoinders do not convey any information as such, but they keep the conversation going and show that the listener has understood and is receptive (e.g., *That's too bad; Good idea; So do I.*).

**Reliability.** The degree to which the results of an assessment are consistent when conducted over time and by different people, or across different tasks that measure the same thing.

**Reported speech.** Used to report what someone has said (e.g., *Lucy told me that she got a new job*).

**Retelling.** Spoken or written activities where students summarize and retell a story or conversation in their own words.

**Rhythm.** The perceived regularity of prominent syllables during a speech.

**Role play.** Classroom activities in which students assume character roles to enact a situation or conversation.

**Roots.** The base form of a word (e.g., mean, meaning, meaningful, meaningfulness).

**Rubric.** Tools that define or describe the criteria for assessing students' competence on assigned tasks and performances. Rubrics often contain short, narrative descriptions at various levels on a continuum (e.g., emergent, developing, proficient, advanced) and can be used to assess student work as a whole or to assess components of student work. Rubrics can be shared with students so they understand the criteria necessary for improving their performance. Rubrics are often used to assess written work, oral presentations, project-based products, etc.

**Scaffolding.** Temporary teacher support enabling the student's understanding of new material and tasks they are not quite ready to do independently (e.g., engaging students in pre-reading activities, using graphic organizers, providing definitions of key vocabulary, teacher modeling of an activity, providing multiple resources).

**Scan.** Quick visual search of a text for some particular piece of information (e.g., looking quickly through a newspaper article for a name).

**Scientifically based.** Educational program whose success is demonstrated through sound evaluation and/or true experimental research.

Scoop syllables. See "Syllabification."

**Second language.** Term used in several ways, referring to (1) the second language learned chronologically, (2) a language other than the native language, (3) the weaker language, or (4) the less frequently used language. Second language may also be used to refer to third and further learned languages.

**Semilingualism.** Term used to describe bilingual individuals who display the following characteristics in both languages: a small vocabulary, incorrect grammar, the necessity of consciously thinking about language production, stilted and uncreative use of each language, and difficulty thinking and expressing emotions in both languages.

**Separate Underlying Proficiency (SUP)**. The largely discredited idea that two languages exist separately and work independently in the thinking system. The opposing theory is Common Underlying Proficiency (CUP).

**Sequencing words.** Words that help students comprehend or relate the order in which events occur (*e.g.*, *first*, *then*, *finally*, *next*, *then*, *at this point*, *later*, *afterwards*).

**Setting.** The place, background, or scenery where a story or event takes place.

**Shadow reading.** Technique in which the teacher/tutor takes the lead reading and the student reads along with her/him. The teacher/tutor can fade back and let the student take the lead if he/she is able, and then take the lead back if the student is struggling. The teacher/tutor does this smoothly, without any announcement of it.

Sheltered English. Instructional approach used to make academic instruction in English understandable to English language students, helping them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction differs from ESOL in that English is not taught as a language with a focus on learning the language. Rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.

**Sight vocabulary.** Words that a student learns to read as whole words, without sounding them out. Even if the words are phonetically regular, they may follow phonetic patterns the student has not yet mastered (e.g., "name" may be memorized as a sight word if the learner does not know "silent -e").

Silent reading. Letting students read on their own.

**Simple future tense.** Used to express actions that will happen at one particular time in the future; this *will* happen (e.g., *Tran will go to class tomorrow*. *Jerome is going to start a new job next week*).

**Simple past tense.** Used to express actions begun and completed in the past (e.g., *Maria worked overtime yesterday. Kamal read to his sone every night last week*).

**Simple present tense.** Used to express a permanent truth and habitual event or situation (e.g., *People perspire when they are hot. I drive my car every day*).

**Simple sentence.** A sentence consisting of one main clause (e.g., *The bus is coming. Daniel called his mother*).

**Simplified materials.** Teaching materials that are specifically written for classroom use, but whose style and format of authentic materials are controlled with limited vocabulary and simple sentence structure for use by lower-level students. (See "Adapted materials" and "Authentic materials.")

**Simplify.** To make less complicated; to use easier, more familiar or shorter words.

**Sink or swim.** Programs where the course material is taught only in the dominant language of the country (e.g., English in the U.S.) without special concern for student comprehension. This approach violates the protected civil rights of limited English proficient students. Sometimes called language submersion.

**Situation.** Specific place where survival language is spoken (e.g., at school, at the post office, in the doctor's office).

**Skimming.** Quickly running one's eyes over a text to "get" the main idea or main points.

Social English. The oral and written forms of language used in everyday communication.

**Social language.** Oral language used in social or peer settings, in contrast to more formal academic language (e.g., *Hi, how are you?* vs. *How do you do?*).

**Sound out.** To use phonics to decode a word.

**Specially Designed Academic Instruction in English (SDAIE).** A program of instructional areas, delivered in English, which is specially designed to provide LEP students with a curriculum. (See "Sheltered English.")

**Spiraling.** Reusing or recycling vocabulary, grammar, or concepts throughout a text or series of lessons.

**Stakeholders.** Persons (or groups of people) with a vested interest in a program or project. Adult education stakeholders include students, teachers, administrators, school staff, advocacy organizations, community members, higher education institutions, the Department of Workforce Services, Office of Rehabilitation, and employers who have a significant interest in adult education.

**Standard.** An academic level that describes what students should know and be able to do within a specific content area. Standards define the content and process used to make decisions pertaining to planning, teaching, and assessing, reflect the knowledge and skills of an academic discipline, and reflect what the stakeholders of educational systems recognize as essential to be taught and learned. Standards provide clear outlines of content and skills so that programs can develop and align curriculum, instruction, and assessments. Standards should not dictate pedagogy or teaching styles, nor prescribe class lessons or assignments.

**Standardized tests.** Formal methods of assessing student performance that use the same content, task-scoring procedures, and reporting procedures for all students. Standardized tests have empirically determined, quantifiable measures of reliability and studies of their validity. Such tests allow for comparison across states and programs.

**State educational agency (SEA).** The agency administering education for a given state (such as a State Office of Education).

**Strand.** A cluster of learning standards in a content area organized around a central idea, concept, or theme.

**Stress.** The degree of force with which a syllable is uttered. Syllables may be stressed or unstressed in varying degrees. (See "Syllable stress" and "Word stress.")

**Structural analysis.** The process of determining different types of words (noun, verb, adjective, adverb) and/or parts of words (prefix, suffix, endings, root).

**Structured immersion.** A type of program in which language minority students receive all of their subject matter instruction in their second language. The teacher uses a simplified form of the second language. Students may use their native language in class; however, the teacher uses only the second language. The goal is to help minority language students acquire proficiency in English while at the same time achieving in content areas.

**Study circle.** Process in which education practitioners (*e.g.*, *teachers*, *counselors*, *administrators*, *or others*) come together in a small-group setting to learn and discuss research findings and theories, exploring how the findings can be applied to practice and policy. Study circles are often used for ongoing professional development.

**Subject pronouns.** See "Pronouns."

**Submersion.** The teaching of minority language students through the medium of a majority language, without special language assistance. Also referred to as "sink or swim"; this approach violates students' civil rights.

**Subtractive bilingualism.** Approach in which the second language/culture is intended to replace the first language/culture. This environment may lower self-esteem and cause loss of cultural or ethnic identity. Instructional programs such as immersion have subtractive bilingualism as their goal. The opposite of additive bilingualism.

**Suffix.** A word part that is added to the ending of a root word and establishes the part of speech of that word (e.g.,-tion added to assert, a verb, creates the word assertion, a noun).

**Summarize.** To briefly state the main points or topics.

**Superlative.** A form of an adjective, adverb, or noun that is used to rank an item or situation first or last in a group of three or more (e.g., *Juan is the tallest person in the class. She works the fastest of all. That machine makes the most noise*).

Supporting details. Examples reinforcing the main idea.

**Syllabification.** Indicates the division of words into parts/syllables. This can be done by clapping, pounding or tapping out the individual syllables in a word, by writing an underline, or by "scooping" under the individual syllables in a word (e.g., *ex press*). Not dependent on meaning.

**Syllable stress.** The degree of force with which a syllable is uttered. Syllables can be stressed or unstressed in varying degrees. Stress is an important component of pronunciation and contributes to meaning and intelligibility of a word (e.g., /re cord'/, to store information, vs. /re cord/, an account).

**Synonym.** Words having the same or similar meaning as the given word.

**Tag questions.** Questions added at the end of a sentence, usually to ensure the information is correct (e.g., The Patriots won the Super Bowl, didn't they?).

**Target.** A knowledgeable prediction or anticipation of how well students will perform at some point in the future.

**Target language.** The language that a student is learning as a second language. For English language students in the U.S., the target language is English.

**Teachers of English to Speakers of Other Languages (TESOL).** A professional organization for teachers of English to non-native-English-speaking students. TESOL has developed a set of national standards for pre-K-12 settings. (See <a href="http://www.tesol.org">http://www.tesol.org</a>.)

**Tense.** The characteristic of a verb that indicates time.

**Think-aloud strategy.** A metacognitive strategy that can be used when reading a text. The reader verbalizes how he/she creates meaning for himself/herself from the text (e.g., make predictions, make connections with prior knowledge, create analogies, talk about trouble spots such as difficult vocabulary). By verbalizing, the reader reinforces the process of gaining meaning from text and can share his/her thought process with others.

**Tone.** Verbal expressions of the attitude of a writer or speaker toward a subject. Unlike mood, which is intended to shape the emotional response of the reader or listener, tone reflects the feelings of the writer or speaker. Tone is created by the pitch, rhythm, volume, and/or choice or words. It can be serious, humorous, sarcastic, playful, ironic, bitter, or objective. (See "Voice.")

**Total Physical Response (TPR).** Language-learning approach based on the relationship between language and its physical representation or execution. Emphasis is on the use of physical activity for increasing meaningful learning opportunities and language retention. TPR lessons involve detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions.

**Transfer.** One of the fundamentals of bilingual education is that knowledge and skills learned in the native language may be transferred to English. This holds true for content knowledge and concepts as well as language skills. Transfer skills shorten the developmental progression of these skills in the second language. Language skills that are not used in the first language may need to be explicitly taught in the course of second language development, but content area knowledge does not need to be explicitly re-taught as long as the relevant English vocabulary is made available.

**Transition words or expressions.** Words or phrases often used to link sentences, subjects or other parts of a written text. They are also used when speaking. Transitions include:

- a. adding an idea: also, in addition, further, furthermore, moreover
- b. contrasting: however, nevertheless
- c. providing an alternative: instead, alternatively
- d. showing similarity: similarly, likewise
- e. showing order of time or order of ideas: first, then, next, later, meanwhile, previously, finally
- f. showing result: as a result, consequently, therefore, thus, so
- g. affirming: of course, in fact, certainly, obviously
- h. giving example: for example, for instance
- i. explaining: in other words, that is
- j. adding an aside: by the way, incidentally
- k. summarizing: in conclusion, above all

Transitional bilingual education (TBE). Instructional programs in which subjects are taught through two languages—English and the native language of the English language students. English is then taught as the second language. English language skill requirements are emphasized, and the first language is used as a tool to learn content. The primary purpose of these programs is to facilitate the ESOL student's transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, instruction through the first language decreases. Transitional bilingual education programs vary in the amount of native language instruction provided and the duration of the programs.

**Use and usage.** Use denotes how language is used in communication. This can be contrasted with usage, the grammatical rules for language. (E.g., *Have you ever eaten fried snake?* Use: To inquire about past experiences. Usage: A present perfect question with *ever* placed in front of the past participle.) In meaningful communication, students are more concerned with the use of language.

**Validity.** The extent to which a measure reflects the underlying concept of what it is supposed to measure. Effective assessments must demonstrate their validity through empirical studies that involve comparing their measures with a related measure derived from another source (*e.g.*, another assessment, expert judgment).

**Venn diagram.** A t6ype of graphic organizer used to compare two characters, ideas, etc. To create a Venn diagram, draw two overlapping circles. In the first circle, put things that are unique about the first thing to be compared. In the second circle, put things that are unique about the second thing to be compared. In the overlapping section, put things both have in common. (See "Graphic organizer," "K-W-L chart," "Mind map.")

**Visualizing.** The reader makes a mental picture or sketch of the words on the page and draws on what is "seen" to help create meaning.

**Vocabulary.** The words of a given language; a list of words for students to learn; a group of words used in relation to a subject.

**Vocational English as a second language (VESL).** A type of program that combines language education with instruction in job-specific skills.

**Voice.** A writer's unique use of language that allows a reader to perceive a human personality in his/her writing. The elements of style that determine a writer's voice include sentence structure, diction, and tone.

**"With support."** Reinforcement of instructional skill learning with assistance, guidance and/or supervision.

**Word families.** Grouped words linked by derivation or etymology (e.g., doubt, doubtful, doubtless, dubious). Word families or word sorts can also refer to words that belong to a particular group. This group can be a semantic group (e.g., *bean, squash, carrot* belong to the semantic group *vegetables*), a syntactical group (e.g., *walk, run, jump* belong to the syntactic group *verbs*), or functional group (e.g., *hello, hi, good morning* belong to the functional group *greetings*).

**Word order.** The correct order of subject, verb, adjectives, and other parts of speech in an utterance or sentence. Word order often follows set rules (e.g., *a blue book* instead of *a book blue*), Word order in a sentence can affect meaning (e.g., in the sentence, *The Red Sox beat the Yankees*, the first three words indicate the doer of the action, while the sixth indicates the recipient of the action). Word order can also provide clues for the meaning of a word (e.g., in the sentence *The jeft is on the floor*, the reader or listener can surmise that the nonsense word *jeft* is a noun because it comes after the article, *the*, and before a verb).

**Word/sentence boundaries.** The spaces and punctuation that mark the beginning and ending of words and sentences in written format.

Word sorts. See "Word families."

**Word stress.** The location of emphasis on a word in an utterance, providing a specific meaning to the utterance. Change of word stress will change the intent or meaning of the utterance (e.g., in the sentence *I lost my book*, the word *book* would be stressed to indicate what was lost and the word *I* would be stressed to indicate who lost a book).

**Writing process.** An approach to writing and teaching writing that includes developing ideas, writing a rough draft, revision, editing, and completing a final written product.

# COMPARISON OF CITIZENSHIP AND CIVICS TEXTS Prepared by the Missouri English Language and Literacy Center

Content in EL/Civics covers a broad spectrum: U.S. history and culture, citizenship and naturalization, and making connections and participating in the local community. In addition to content, EL/Civics calls for the building of English language skills that are connected to content knowledge.

This section contains a snapshot comparison of selected El/Civics texts dealing with the same content area at approximately the same Student Performance Level (SPL). Since most authors tend to maintain a similar format in their chapters, these snapshots can give a general impression of the whole text but may not include all variations of activities or exercises.

The snapshot focus on the treatment of content area and methods of presentation, as well as whether the texts include language skill development. Besides instruction in grammatical structure, skills include listening (L), speaking (S), reading (R), and writing (W).

#### Comparison: Student Performance levels (SPL) 0-3

At Student Performance Levels 0-3, six texts were selected that at some point provided material on the U.S. Constitution: *By the People, Citizenship: Passing the Test, English Through Citizenship, Entry into Citizenship, Uncle Sam Activity Book,* and *Voices of Freedom.* As the Constitution is also covered in the USCIS questions and could be part of the oral interviews, that content is a valid point for comparison.

The texts are compared over five main criteria:

**Reading level** briefly presents the difficulty of the prose, the density per page or the interest level.

**Pictorial support** for the prose presentation is extremely important, especially at the lower SLPs. Democratic concepts that form the basis of our civic life in the U.S. are quite complex. Some ideas, like the freedoms of speech, assembly, religion, and press, can be depicted with enough clarity for low-literacy, non-English-speaking students to grasp the meaning fairly easily. Others, such as 'trial by jury" or "establish justice" or "search warrant," are sufficiently abstract, culturally bound, or visually ambiguous that they are very challenging for authors and teachers to present to non-native students meaningfully.

**Inter-activities** refer to the student activity sections, exercises and discussions and whether they are organized for interactive work.

**Strategies** refer to both teaching and learning strategies.

**Skills** refers to how the authors focus their material: reading, writing, listening, speaking and language structure instruction.

Connecting to the oral interview indicates how much the text reflects the current USCIS approach to testing candidates for citizenship through questions and conversation at the time of the interview. "Mirror questions" is a term used in *Voices of Freedom* that means a question that can be formed in various ways but always covers the same content. This happens frequently with the naturalization material, e.g., "What is the Constitution?" "What is the highest law of the land?"

### **Comparison: Student Performance Levels 4-8**

At student performance levels 4-8, the category of pictorial support has been eliminated, although some texts use some pictorial aids—just not as much. The specific content area has been added.

Four texts deal directly with the process of applying for citizenship and filling out the necessary forms. These texts are *By the People, Citizenship Now, English Through Citizenship*, and *Passport to Success in the U.S.* Thus, information on the N-400 is the specific content area. It should be noted that the USCIS frequently revises its documents and forms. The information included here is from INS (not USCIS) forms published before 2002. It is always advisable to check for the most current forms in the USCIS website: <a href="http://www.uscis.gov">http://www.uscis.gov</a>

Welcome to the U. S.: A Guide for New Immigrants is now available online in Polish, Urdu, and 12 other languages at <a href="http://www.uscis.gov">http://www.uscis.gov</a>. It is available in print in Spanish and English only.

Texts that deal completely or partially with U.S. history are *Citizenship Now, Content Area ESL: Social Studies*, and *Getting Your Citizenship. Of the People*, another U.S. history text, came out with a new edition in 2002 and is not included in this comparison.

For community participation and cultural information, one text and two teacher/facilitator resource books are compared. They are *Newcomers and the Environment: Civic Participation and Community Action Sourcebook*, and *Making the Grade*. Included in this comparison is the video series *On Common Ground*. This content area relies heavily on local materials and organizations—for example, The League of Women Voters and state Bar Association educational materials.

### **COMPARISON REVIEW: THE N-400 AT SPL 4-8**

Title/Author	N-400	Reading Level	Inter-activities/ ESL Grammar	Strategies/Skills	Connecting to the Oral Interview
By the People/ Short, Seufert-Bosco, Grognet	Two chapters (12 pages) that review requirements, the section on moral character*, and application process; one chapter on the court hearing.	SPL 4. Requirements are restated in sheltered language; situations for evaluation make reading more interesting	Has partner work—fill in a grid and partnered dictation	From a reading, choose the best response to USCIS interview. Recognize same info in different forms. L, S, R, W	Not explicitly, but can be adapted by the teacher
Citizenship Now/ Becker, Edwards	Cautions teachers on legal responsibilities in helping students fill out the N-400; sections of the form are interspersed throughout the book.	SPLs 5-6; most phrases in the section on moral character are restated in sheltered language. Sustained reading passages have main idea in bold face.	Discussion and Q and A with partners.	Hesitating, clarifying, appropriate dress, and body language—includes grammar for language related to interview topics. Dictation skills. L, S, R, W	Dialogs for oral practice and tapes for listening practice

<sup>\*</sup>This section has the numbers 7 and 8 in the texts in used before 2002. From the data on the USCIS website, it appears the moral character questions will be in numbered section 10 starting in 2002.

# **COMPARISON REVIEW: THE N-400 AT SPL 4-8 (Continued)**

Title/Author	N-400	Reading Level	Inter-activities / ESL grammar	Strategies/Skills	Connecting to the Oral Interview
English Through Citizenship: Intermediate Book A/Kim	One chapter (20 pages) that reviews personal information, requirements and application process for forms for resident alien, permanent alien and amnesty; one chapter (eight pages) reviews the naturalization process, requirements and moral character.	SPLs 3-5. Readings are brief, with somewhat simplified language.	Partner surveys— fill in form blanks by questioning others; partner Q and A; group discussion	L, S, R, W	Has pair work with Q and A covering basic qualifications and some of the section on moral character
Passport to Success in the U.S./ Petherbridge- Hernandez, O'Donnell	One chapter (25 pages) that deals with completing the N-400 form; one chapter that deals with eligibility and requirements (12 pages)	SPLs 3-5. Each line of the N-400 is examined and usually restated.	All activities can be done individually. General discussion questions preface each chapter.	Focus is on reading and writing, evaluation of situations	One chapter (five pages) that deals with the process of the oral interview

### **COMPARISON REVIEW: U.S. HISTORY AT SPL 4-8**

Title/Author	Content: Civil War	Level	ESOL Focus	Activities
Citizenship Now/ Becker, Edwards	Integrates the concepts of immigration, Civil War and western expansion into one chapter; North and South are contrasted; time lines show both war and expansion; two pages of reading	SPL 4. Topic sentences in bold face; complex vocabulary and sentence structure; time lines and maps help with concepts	Past tense of regular and irregular verbs; fill-in-the blank exercises; partner questions using the past tense related to USCIS interview	Pre-reading exercises; multiple-choice questions; matching for definitions; questions for general oral discussion
Content Area ESL: Social Studies/Terdy	One chapter on North/South differences, one chapter on the Civil War, and one on expansion (two pages of reading each); pictures and graphs show differences; a map of Civil War events; a chart of Civil War dead	SPL 7. Written to assist high school students' move into the regular content area classroom; bold face indicates topics developed in one or two paragraphs; graphic literacy included in each chapter	Comparative adjectives, personal pronouns, and negative past tense; generation of written sentences using the specified grammatical form; identify referent of pronoun; fill in the blank	Pre-reading exercises with reading strategies articulated; interpreting graphs, maps, and charts; matching for definitions; written short answers for comprehension; vocabulary building with word families; summary exercises of important events and dates

# **COMPARISON REVIEW: U.S. HISTORY AT SPL 4-8 (Continued)**

Title/Author	Content: Civil War	Level	ESOL Focus	Activities
Getting Your Citizenship/Echaore- McDavid, Rodeman	One-page readings on the Civil War and the westward expansion; map provided is one of the current USA	SPL 4. Most sentences are simple, and there is a lot of repetition; text registers 6.6 on the Flesch-Kincaid; vocabulary on a side bar and bold face in the readings	No language skill development	Four to six questions that have fill-in-the blank answers, with correct answers in the back of the book; most Q and A directly related to the USCIS interview

### **COMPARISON REVIEW: COMMUNITY PARTICIPATION AT SPL 4-8**

Title/Author	Content	Level	ESOL focus	Activities
Civic Participation and Community Action Sourcebook/Nash	Laws, rules and regulations; reading dealing with hate crimes in a Montana town	Multilevel/advanced; geared to the teacher. The sourcebook materials are geared to native as well as nonnative adult students.	No language exercises	Discussion, visualization, applying steps for examining controversy; copyable handouts
Make the Grade/Garner	Laws, rules and regulations; a 20-page unit with definitions, activities, situations, attitude scales, and drawings that clarify what is legally expected of persons in the U.S.	Multilevel; geared to the teacher	No language exercises	Discussions, situation evaluations, T/F, yes/no, charts to fill in
Newcomers and the Environment/LaRue	Laws, rules and regulations; hunting and fishing regulations and licenses; chapter contains two readings with exercises for each—the first tells about an immigrant working in the field, and the second reading details the content	SPL 6. There is a multilingual glossary in the back containing Bosnian, Hmong, Russian, Somali, Spanish, and Vietnamese. In the text glossed words are underlined.	Past tense and making questions with "wh-" question words	Contact persons and addresses given for students to obtain more information; authentic materials used for exercises; short answer and detail questions; vocabulary matching

# **COMPARISON REVIEW: COMMUNITY PARTICIPATION AT SPL 4-8 (Continued)**

Title/Author	Content	Level	ESOL Focus	Activities
On Common Ground/ Beaty, Savage, Robinson, Santopietro Weddel	Laws, rules and regulations; three video episodes deal with crime, police action and a trial; covers due process, limitations of government, and protection of rights of accused and victims; three workbook chapters correspond to the video	Advanced/multimedia; previewing and pre- reading for schema activation	Discourse level; sequencing	Vocabulary definitions, role play, T/F, categorizing, giving examples, interpreting concepts, interviews; projects using authentic materials

**Annotated Bibliography of Citizenship and Civics Test** 

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Title	N- 400	Dict- ation	Inter- view	U.S. History	100 Qs	U.S. Govt.	Civic Participation	Voting
Barron's <i>How to Prepare for the U.S. Citizenship Test, 5<sup>th</sup> Edition</i> : Ales (SPL 8-9+)	X			X		X		
By the People, For the People: U.S. Government and Citizenship: Short et al.(SPL 4, some 3 & 5, CASAS 200)				x		X		X
Celebrate With Us: A Beginning Reader of Holidays and Festivals: Kennedy (SPL 5+)								
Citizenship: for You: A Beginning Workbook for ESOL Learners: Raphael (R/W 3+; L/S 4+)	X			Х	X	Х		
Citizenship: Passing the Test: Weintraub (SPL2/3)		X		X		X		
Citizenship: Ready for the Interview: Weintraub (SPL 4-5)	X		X					
Civic Participation and Community Action Sourcebook: A Resource for Adult Educators: Nash, ed.							х	
Civitas: Quigley et al.				X		X	X	
Contemporary's Citizenship Now: A Guide for Naturalization: Becker et al. (SPL 5-6)	X	X	х	х	X	х		Х
Content Area ESL: Social Studies: Terdy (SPL7+)				X	X	X		

Title	N- 400	Dicta -tion	Inter- view	U.S. History	100 Qs	U.S. Govt.	Civic Participation	Voting
EL/Civics User's Guide: Molinsky and Bliss						X	X	x
English Through Citizenship–Literacy–Student Book: Kim (SPL 0, CASAS below 165)								
English Through Citizenship–Beginning, Student Book: Kim (SPL 1-2 CASAS 165-190)				X		X		
English Through Citizenship—Intermediate Level A: Kim (SPL 3-5 CASAS 191-216)				X		x		X
English Through Citizenship—Intermediate Level B: Kim (SPL 3-5 CASAS 191-216)				X		х		
Entry into Citizenship: Becker et al.(SPL 3+)	X	X	X	X	X	X		X
Equipped for the Future: Stein							x	
Getting to Know the United States: Our Constitution, Our Government: Field (SPL 4+)						х		
Getting Your Citizenship (Practice Book for the Citizenship Test): Echaore-McDavid et al.			X	X	Х	х		
A Guide to Naturalization, Form M-476: USCIS (SPL 8+)	X				X			
Handbook for Citizenship, 2 <sup>nd</sup> Edition: Seely (SPL 5+)			X	X	X	X		

Title	N- 400	Dicta- tion	Inter- view	U.S. History	100 Qs	U.S. Govt.	Civic Participation	Voting
How to Buy a Home in the United States: Fanny Maw (SPL 4+_							X	
EL/Civics User's Guide: Molinsky and Bliss						X	X	X
English Through Citizenship–Literacy–Student Book: Kim (SPL 0, CASAS below 165)								
Key Decisions in U.S. History: A Participatory Approach, Volume 1: 1450-1860: Smith et al. (SPL 5-6)				Х				
Key Decisions in U.S. History: A Participatory Approach, Volume 2: 1861-1994: Smith et al. (SPL 5-6)				X				
Knowing About Places in the U.S.A.: Sloan et al. (SPL 5+)		X						
National Standards for Civics and Government: Quigley				X		X	X	
New Americans Guide: Fanny Mae					X			
Newcomers and the Environment (Advanced Level ESL Textbook): LaRue et al. (SPL 5+ CASAS 210+)							х	
Newcomers and the Environment (Intermediate Level ESL Textbook): LaRue et al. (SPL 3-4)							x	

Title	N- 400	Dicta- tion	Inter- view	U.S. History	100 Qs	U.S. Govt.	Civic Participation	Voting
OF the People: U.S. History: 1600-1988: U.S. Department of Justice, Immigration and Naturalization Service (*SPL 4, some 3-5)				X				
On Common Ground, Work Texts A and B: Beaty et al. (SPL 8+)				Х		X	х	
Passport to Success in the U.S.: Petherbridge- Hernandez et al. (Reading 3+, complexity 5+)	X		X	Х		X		X
Preparation for Citizenship: Doran de Valdez et al. (SPL 4+)	X			X	X	X		
Preparing for Citizenship: Roy (SPL 6)	X			X	X	X		
Road to Citizenship: Blackner and Clough (CD- ROM)	X		X	X	X	X		
Satisfaction in the Land of Opportunity: Mikatavage (SPL 9–college level)							х	
The Supreme Court of the United States (Same) Video						X		
The Uncle Sam Activity Book: Language Development Handouts to Teach U.S. History and Government: Bohlman et al. (SPL 1+), multilevel (SPL reading 5-6, maps 0+)				x	Х	X		

Title	N- 400	Dicta- tion	Inter- view	U.S. History	100 Qs	U.S. Govt.	Civic Participation	Voting
United States of America: Stories, Maps, Activities in Spanish and English: (four volumes: 1 Alabama – Idaho; 2 Illinois-Missouri; 3 Montana-Pennsylvania; 4 Rhode Island – Wyoming): Fisher								
<i>Voices of Freedom: 3<sup>rd</sup> Edition:</i> Bliss et al. (SPL 4+)		X	X	X	X	X	X	
The Way to U.S. Citizenship, New Edition: Hirschy et al. (SPL 6+ CASAS Advanced 220-235)			X	X	X	X		
Workers' Rights Curriculum: National Immigration Law Center et al.							X	